

PS 358 European Integration: Institutions, Processes, and Politics An Introduction

Over the last 50 years, the states of Western Europe have gradually ceded power over certain issues of public policy to centralized, supranational institutions. Why? What is the logic of European integration? How do the political and economic logics of integration differ, and how have the two logics interacted over the course of European integration? PS 358, *European Integration: Institutions, Processes, and Politics*, answers these questions through an examination of the history of the process, its economic and political underpinnings, and its modern content.

Students in PS 358 are typically political science majors with upperclassman standing, though students from related disciplines may be interested in it as a cognate to their own studies. Students have some background in comparative politics, or at least in the study of politics as a social science, though neither PS 140, PS 240, nor PS 205 are specifically required.

Our inquiry begins with a study of the history of the European Project. The modern EU, and particularly its troubles with a “Constitutional Treaty,” citizens’ rights, and enlargement to Turkey, are fundamentally rooted in the early decisions of the Founders. Understanding the modern EU is literally impossible without understanding its origins and its founding bargains. This section of the course emphasizes the inextricable linkages between domestic and international politics and economics. This historical inquiry leads to a section of the course on the present-day EU and its institutions. By the midterm exam, the student is thoroughly acquainted with the EU’s past and present forms.

After the midterm, we begin to grapple with more complex scholarly questions about the EU. What effects does it have on its constituent units? How do the constituent units – the member states – shape the Union? What role do citizens have as governance moves away from their national *governments* and into the supranational arena? We look at social and political structures, including national legislatures, subnational governments, political-economic systems, and interest articulation. These discussions segue into particular policy areas within the Union’s competence, where the focus is on both the historical story and economic effects, and on the politics of policy change.

The final section of the course examines several contemporary issues in EU politics. Institutional reform is sorely needed, and the Constitutional Treaty tried, but in a system of entrenched interests with veto power, institutional reform is very difficult. What will happen if institutional reform fails? Connected to this, what is the nature of the ‘European Union’? The next step in a political union would be the integration of foreign, security and defense policies, but how does this occur without formal mutual defense clauses? The possibility of enlargement to Turkey raises questions about the meaning and limits of ‘Europe’ as a social construct: what does it mean to be ‘European’? Finally, we examine the dynamics of economic growth and economic reform in a Union of disparate political-economic systems. Europe’s economy has stagnated for the better part of a decade, and despite massive infusions of funds it lags behind the United States in science and technology. The accession of ten countries from central and eastern Europe, with post-Communist social and economic structures, had the effect of both lowering the median income and widening the spread of Union incomes. How do states create harmonized or unified policy in such a heterogeneous context?

Assessment in this course is via two in-class essay examinations, and a paper option. Because PS 205 Research Methods is not a prerequisite, the course is designed to allow students

who lack that preparation to conduct two separate analytical investigations (each about 10-12 pages) instead of a 20-25 page empirical research project. Students will choose their own topics in consultation with the instructor. The analytical papers may focus on issues such as the politics of particular policies or policy reforms, the implication of treaty-based changes in legislative processes for the EU institutions, or issues related to historical developments. Empirical papers may examine issues such as the determinants of national voting in EP elections, the effect of various domestic or international factors on EU policymaking, or the effect of EU policies on citizen attitudes or beliefs. The course is structured so that students must choose between these options by about the midpoint of the class; those doing empirical papers must submit about half of the preparatory work at the same time that the first analytical paper is due. This both ensures that the students' workload is fairly distributed for both options and that those choosing the empirical option receive adequate feedback to ensure that their projects are viable.

Students who complete PS 358 will understand the origins and contemporary forms of the European Union. They will have improved their ability to read and critique empirical scholarship, and many will have the opportunity to investigate an empirical question on their own. They will have grappled with questions of interest to scholars, politicians, and citizens about the nature of the EU, its future, and its effects on European social and political life.

Political Science 358
European Integration: Institutions, Processes, and Politics
TERM YYYY

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Over the last 50 years, the states of Western Europe have gradually ceded power over certain issues of public policy to centralized, supranational institutions. Why? What is the logic of European integration? How do the political and economic logics of integration differ, and how have the two logics interacted over the course of European integration? We will analyze the politics, policies, and institutions of both the historical and contemporary European Union and its predecessors, the European Communities. Because the process of European integration is interdisciplinary, we will also draw from history, economics, and law in our study.

Objectives

Specifically, after the completion of this course, you will be able to:

- Identify political and economic factors encouraging or deterring European integration in the 1950s, 1960s, 1970s, 1980s, 1990s, and today.
- Explain the economic argument for the creation and progression of free trade areas, customs unions, common markets, and monetary unions, and explain the logic of an optimal currency area.
- Describe the role of the EU's supranational institutions, in particular the Commission, European Parliament, and European Court of Justice, in advancing European integration.
- Explain the notion of a 'democratic deficit' in EU politics, and describe how European integration both empowers and restrains national executives, national parliaments, national judiciaries, subnational entities, and ordinary citizens.
- Describe and illustrate three or more major challenges confronting the contemporary EU, such as the status of the Constitutional Treaty or its successor, economic growth, the Euro, and security and defense policy integration.
- Describe and assess the contribution of the non-economic 'pillars' of the EU to political unification and overall integration.

This course has as a **prerequisite** one introductory course in political science, with PS 140 Introduction to Comparative Politics recommended. PS 160 Intro to World Politics, or PS 240 Patterns and Processes in Comparative Politics, are also good preparation. PS 205 Research Methods is recommended but not required.

Assessment

This course asks you to analyze the politics of European Union. Midterm and final examinations will be held in class. Because PS 205 (Research Methods) is not a prerequisite for the course,

you may write two, ten- to twelve-page analytical papers, or you may write one, twenty- to twenty-five page research paper. More information will be distributed in class by Day 6.

<u>Assignments</u>	<u>Value</u>	<u>Due</u>
In-class assignments, participation, and mini-homeworks	20%	Various dates
Research paper(s) – 20-25 pages total	35%	Day 15 and Day 27
Midterm examination	20%	Day 12
Final examination	25%	Day 28

You are expected to come to class prepared, with any assigned reading or homework completed before the start of class. You are also expected to participate in in-class activities, including but not limited to discussion, and scheduling and completing at least one office hours consultation on your paper(s).

Policies: YOU ARE RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

Required Materials: This course has one required textbook and a fairly extensive course pack of additional readings.

Desmond Dinan, *Europe Recast: The History of the European Union*. Boulder, CO: Lynne Reinner, 2004.

Neill Nugent, *Government and Politics of the European Union*. 6th edition. Durham, NC: Duke University Press, 2006.

The textbook is available at all campus bookstores; the course pack is only available at Excel, 1115 South University Avenue.

Communication: Email is by far the best way to reach me for brief questions and/or to arrange an appointment. I normally respond within one business day. I have regularly scheduled office hours, and I encourage you to make use of them. In addition to the hours listed above, I am *usually* around all day Monday and Wednesday after class time if you'd like to make an appointment. Check CTools Announcements for the most recent posting about office hours. I am also happy to make appointments for any time outside my scheduled classes.

Academic Integrity, Citation, and Plagiarism: As we will discuss on several occasions, academic honesty – giving credit where credit is due – is a key element in creating credible work. Always acknowledge ideas and text that are not your own. ***Any presentation of others' ideas or words as your own constitutes plagiarism, and is grounds for referral to the Dean's Office and the Academic Board.*** When in doubt, add a citation. There is no such thing as having 'too many cites,' but having too few cites is called plagiarism.¹ We will review citation styles and methods in class, but you are responsible for citing throughout the term. Any standard method of citation (MLA, Chicago, APA) is acceptable. See our CTools site for style sheets.

¹ This statement originates with Prof. Cindy Bair van Dam at American University, I believe; at a minimum, she was the first to say it to me. A statement like this constitutes acknowledgement that the expression is not my own.

Special Needs: If you have a medical or other condition or circumstance which could interfere with your ability to achieve your best performance in this class, including any which may entitle you to extended testing time or other accommodations, *please consult with me as soon as possible* to make appropriate arrangements. SSD documentation must be received *at least two weeks* prior to the exam to obtain accommodations.

Attendance: After two unexcused absences (absence without documentary evidence of family emergency or medical attention for illness), expect a grade penalty. I reserve the right of final determination of the excusability of an absence. Students with family responsibilities, athletic commitments, or religious conflicts should indicate these *as soon as possible*; without sufficiently prior notification from the student, University policy does not obligate instructors to accommodate these conflicts.

Due Dates and Extensions: Expect assignments to be due at the start of class on the indicated day. *Missing class on the day an assignment is due is NOT sufficient reason to presume an automatic extension. Late work will be penalized at least one grade.* Extensions are granted only in cases of medical or religious conflict or other major situation. Syllabus Addenda, which will be distributed regularly and posted on CTools, should be considered the final word on due dates.

Schedule of Course Topics

I will provide a detailed ‘Syllabus Addendum’ every two to three weeks containing details of reading assignments, due dates, and class material requirements. The Addenda always supersede any information here or on previous Addenda. I will distribute copies in class and also post the documents to our CTools site.

Day	Topic
1	Introduction and Orientation
2	<i>The History and Logic of European Integration</i> The 1940s: War and The Immediate Postwar Period
3	The 1950s: Forming the Communities
4	The 1960s: Consolidating the Customs Union
5	1970s-1986: Up, Down, and All Around
6	1986-1992: Shifting Paradigms, Shifting Gears
7	<i>The Modern European Union</i> The Commission
8	The European Parliament
9	The Council and the Pillar I Legislative Process
10	The European Court of Justice and its Jurisprudence
11	The Big Bang: Enlargement 2004
12	Midterm Examination (in class)
13	<i>The EU, Its Members, and Its Citizens</i> Citizens and the Democratic Deficit

14	The EU and National Political Institutions
15	The EU and National Social Institutions First analytical paper due – OR – Abstract, hypotheses and bibliography due
16	Turning the Tables: The Effect of the Member States on the Union
	<i>Policy Areas</i>
17	Competition Policy
18	The Common Agricultural Policy
19	Regional and Social Policy
20	Internal Security
21	Foreign Economic Policy
22	Foreign Policy
23	Security Policy
	<i>Looking to the Future</i>
24	The Constitutional Treaty and Institutional Reform
25	Defense and Security Cooperation
26	The Challenge of Turkey
27	Growth and Economic Transformation Second analytical paper due -OR- Research paper due
28	Final Examination (in class)

PS 358 European Integration: Institutions, Processes, and Politics
Reading Schedule and Instructor Planning

1	Introduction and Orientation
2	<i>The History and Logic of European Integration</i> The 1940s: War and The Immediate Postwar Period Dinan I, 1
3	The 1950s: Forming the Communities Dinan 2 Supplement with primary docs from Nelson & Stubb, ed., <i>The European Union</i> , 3 rd ed, Lynne Reinner 2003?
4	The 1960s: Consolidating the Customs Union Dinan 3
5	1970s-1986: Up, Down, and All Around [enlargement, doldrums, EPC] Dinan 4, 5
6	1986-1992: Shifting Paradigms, Shifting Gears Dinan 6, 7; Ginsberg 2007: 95-110 (CP)
7	<i>The Modern European Union</i> The Commission Nugent 9
8	The European Parliament Nugent 12; Hix 3: 74-84 (CP)
9	The Council and the Pillar I Legislative Process Nugent 10, 11; Hix 3: 84-98 (CP)
10	The European Court of Justice and its Jurisprudence Nugent 13; Hix 4 (CP)
11	The Big Bang: Enlargement 2004 Nugent 4: 57-75; Dinan 8, 9
12	Midterm Examination (in class) 2x2 – pol/ec x dom/int'l

13	<p><i>The EU, Its Members, and Its Citizens</i> Citizens and the Democratic Deficit Anderson & Burns, in Sevin Anderson and Kjell Elisson, <i>The European Union: How Democratic is It?</i> Sage, 1996 (old...) Perhaps McCormick, <i>Understanding the European Union</i> 3rd ed (Palgrave 2005): ch 6? → I'd really like an academic article here...</p>
14	<p>The EU and National Political Institutions Maybe France, Italy, Belgium cases in Anderson and Eliasson? 45 pages for all 3 McCormick 5?</p>
15	<p>The EU and National Social Institutions First analytical paper due – OR – Abstract, hypotheses and bibliography due</p>
16	<p>Turning the Tables: The Effect of the Member States on the Union Nugent 20 Something from Tonra?</p>
17	<p><i>Policy Areas</i> Competition Policy</p>
18	<p>The Common Agricultural Policy Nugent 18</p>
19	<p>Regional and Social Policy</p>
20	<p>Internal Security</p>
21	<p>Foreign Economic Policy</p>
22	<p>Foreign Policy</p>
23	<p>Security Policy</p>
	<p><i>Looking to the Future</i></p>

24	The Constitutional Treaty and Institutional Reform Nugent 7
25	Defense and Security Cooperation
26	The Challenge of Turkey
27	Growth and Economic Transformation Second analytical paper due -OR- Research paper due
28	Final Examination (in class)