



PENDING FINAL APPROVAL FROM THE CURRICULUM COMMITTEE

IA/PO 370 EUROPEAN UNION IN A CHANGING WORLD: HISTORY, POLITICS, AND POLICY-MAKING
IES Abroad Amsterdam

DESCRIPTION:

The European integration is often attributed to having brought peace and prosperity to a continent reduced to ruins by the Second World War, but now the European project is facing an existential crisis with the many challenges that it had to deal with in recent decades.

The central objective of this course is to challenge students to think about issues (power inequalities, political differences, refugee crisis, financial crisis, etc.) related to the EU based upon a firm understanding of the EU's origins, institutions, and policy processes. In addition, this course will have a component of studying the EU from an international relations perspective: what is the role of the EU in the current global order? Students will participate in theoretical and policy-related discussions about the EU and go on fieldtrips to obtain a practitioners' perspective on European integration, the functioning of the EU, and the challenges it faces. Considering the problems that the European project is facing, we will ask ourselves: what does the future hold for Europe?

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: Transportation to The Hague (roughly €30)

METHOD OF PRESENTATION:

This course meets once per week and will consist of lectures, discussions, and group exercises. Students will also complete an EU decision-making simulation (Model of EU Council Meeting, where students will play a role of heads of EU states). Students are expected to discuss the readings for each class with their fellow students and their instructor. Participation is part of the students' grade, therefore it is expected that all students contribute during classes, in class assignments/debates, course-related trip lectures, and during the Model EU.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation in Class, Debates and Reading Assignments - 15%
- Group Policy Brief Paper - 30%
- Model EU Policy Statement - 10%
- Model EU Simulation - 15%
- Final Exam - 30%

Course Participation

Participation in class is not the same as attendance. The four important criteria are that you are prepared, that you actively participate, contribute to the in-class exercises, and (very important!) submit a question you would like to discuss for each class. Questions must be submitted to Moodle three days before the class. A rubric for participation is posted on Moodle.

Group Policy Brief Paper

This paper challenges students to write a policy brief and propose a solution to the challenges facing the EU: be it the refugee crisis, Brexit, populism, EU relations with the world, or any other topic that students find interesting. Formalities of the paper:

- 3000 words, groups of 3 people, 30% of the final grade
- The policy brief should consist of the following parts: Introduction (±250 words)/Explanation of the challenge (±1000 words)/proposed solution to the challenge (±1500 words)/Conclusion (±250 words)/References (bibliography).

- The visual presentation of the policy brief (meaning the outline, graphics and other visual tools students should use to make the document more attractive for a busy “policy maker”) accounts for 30% of the policy brief grade; 60% of the grade accounts for the content and 10% of the grade for APA referencing requirements.
- Please use at least 10 academic references in the policy brief. You are free to use other non-academic references but they won’t count in the 10 required academic references.
- Use the following link for advice on writing policy briefs:
https://www.icpolicyadvocacy.org/sites/icpa/files/downloads/icpa_policy_briefs_essential_guide.pdf

Model EU Policy Statement

In preparation for the Model EU, each student will produce a policy statement (a speech) of maximum 500 words. The policy statement should provide your country’s/institution’s basic stance on the topic discussed. Policy statements should be clearly written and fact-based.

These official statements need to have substance (statistics, references to treaties, documents, agreements, etc.) because they are the basis for the simulation. Depending on your strategy and country’s/institution’s interests, you can be more or less open about your positions and intentions. You might, for example, want to hint at possible space for negotiation. In contrast, you might find it advantageous to take a strong position on another issue to improve your bargaining position.

Model EU Simulation

The penultimate day is reserved for a model EU session where students experience some of the complexities of EU decision-making. Each student takes on the role of a representative of either a country or a European institution. The allocation of the roles will take place during one of the in-class sessions. The topic will be agreed on by student vote. Students should actively engage in the role-play and make sure to stay in character. Students will be evaluated using the rubric for participation.

Final Exam

The final exam tests students’ knowledge about the material discussed and ability to recall important events, institutions, and decisions. The exam will consist of short-answer questions and essay questions based on the content of the course’s readings and in-class discussions.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Demonstrate critical thinking and understanding of the EU’s history, institutions, decision-making, and policy formation processes.
- Analyze current EU developments, such as the Brexit and migration crisis, through multiple theoretical perspectives.
- Demonstrate self-confidence as a public speaker or group discussion leadership skills with the Model EU.
- Analyze EU policies as well as develop policy-writing skills with the policy brief assignment.

ATTENDANCE POLICY:

Since IES Abroad Amsterdam courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction, regular class attendance is mandatory. In addition, students are expected to be on time for classes and course-related excursions. Excused absence applies in cases of illness (including a doctor’s note and compelling circumstances beyond the student’s control; missing a flight on the day of class **does not** fit in this category). An unexcused absence will lead to a deduction of your final grade of 0.5 (out of 1-10 scale) points per missed class. If a student shows a pattern in (excused and unexcused) absences, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program. When traveling on the weekend, students are strongly advised to return to Amsterdam on Sunday evening. Travel delays on Monday morning are not accepted as an excused absence and will result in grade deductions as stipulated above.

CONTENT:

The course consists of three parts: theories, institutions, and policies. Each part offers an essential building block for understanding the European Union. Additionally, each part introduces students to key academic debates in EU studies. At the end of each part,

students will be challenged to apply their newly acquired knowledge to reflect on cutting-edge developments in contemporary Europe.

- Part 1: Theories. Inquiries into the development of the European Union. It starts with a bird eye's view on the history of the European integration project. This part introduces major institutions and policy areas to be discussed in-depth in parts two and three. It then proceeds with a comparison of two influential integration theories – liberal intergovernmentalism and neo-functionalism – that aim to explain integration. Students are challenged to apply integration theories to reflect on a case of disintegration: Brexit.
- Part 2: Institutions. Introduces the EU's unconventional institutional architecture. The course focuses on four major decision-making institutions: Europe's Councils, the European Commission, the European Parliament, and the European Court of Justice. In addition, it will analyse the role of interest groups. Zooming out from the individual institutions to the overall picture, the course also discusses how these institutions create a coherent political regime (or not). With this knowledge, students will critically reflect on the widely debated issue of the EU's alleged democratic deficit.
- 'Part 3: Policies' begins with a more in-depth introduction to EU decision-making and policy making processes. Who has which powers? And on which issues? Students will engage head-on with the complexities of and reasons behind Europe's 'system of multi-level governance'. The course will compare and contrast decision-making in several EU policy domains: economic crisis, migration crisis, security and defence, trade and development, and Brexit. To get 'a feel' for Europe's unique decision-making procedures in a multinational environment, students will run a simulation of a European summit on one of the before-mentioned policy issues.

Week	Content	Assignments
Week 1	Introduction and History • What is the European Union? • Why did it happen? • The history and the main treaties • Overview of the increasing number of the members and the reasons why some joined later than others	• Chapter 1, 2 & 3 "European Union Politics" (53 pages) • De Vries, C. E. (2018). Losing Hearts and Minds? Taking Stock of EU Public Opinion. In C.E. De Vries (eds.) <i>Euroscepticism and the Future of European Integration</i>. Oxford: Oxford University Press, 3-7. (4 pages) • Marks, G. (2012). Europe and Its Empires. <i>Journal of Common Market Studies</i>: 50(1), 1-20. (19 pages) • Getting to know classmates • Motivations to study the EU
Week 2	Theories of European Integration • The theory of (neo)functionalism • The theory of intergovernmentalism • The limits of classical debate on European Integration • EU as a multi-level governance • Europeanization theory as an alternative explanation to the classical debate	• Chapter 4, 5, 6, 7 & 8 "European Union Politics" (62 pages) • Hooghe, L. & Marks, G. (2019) Grand theories of European integration in the twenty-first century, <i>Journal of European Public Policy</i>, 26(8), 1113-1133. (20 pages) • Submit a question you'd like to discuss in class on Moodle • Search for a news article related to this week's topic • In class group division for the policy brief

Week	Content	Assignments
Week 3	Intro to the EU institutions and Its Governance - What is the role of the Commission? - How does the Parliament get elected? Who does it oversee? What are its powers? - The difference between the Council of EU and the European Council - The interaction of these main institutions	- Chapter 10, 11 & 12 “European Union Politics” (47 pages) - Persson, T., Parker, C. F., & Widmalm, S. (2019). How trust in EU institutions is linked to trust in national institutions: Explaining confidence in EU governance among national-level public officials. <i>European Union Politics</i>, 20(4): 629–648. (19 pages) - Submit a question you’d like to discuss in class on Moodle - Search for a news article related to this week’s topic
Week 4	Day Trip to Brussels - Visit to the European Commission: Learn more about the Commission’s role as the EU’s political executive. This also includes a discussion on one EU priority or policy area in line with a current debate. To be decided on in class. - Role-play game: Step into the shoes of Members of the European Parliament. By debating on actual issues and themes, we learn how European Union legislation is created and how the future of Europe is forged. - The role-play game reveals the full extent of the legislative process, from consulting interest groups and forming alliances to negotiating with other institutions and speaking to the media.	- Prepare (not political) questions to ask at the Commission - Read the information on European Parliament’s political parties, available at link - Charlotte Burns, Peter Eckersley & Paul Tobin (2019): EU environmental policy in times of crisis. <i>Journal of European Public Policy</i>: 1-19 (19 pages)
Week 5	EU law and European Court of Justice - What is the nature of European law and why was it needed? - What does the ECJ represent and what type of work does it do? - Recent cases of EU vs. Hungary and EU vs. Poland.	- Chapter 12 “European Union Politics” (21 pages) - Kováč, K. and Scheppele, S. L. (2018). The fragility of an independent judiciary: Lessons from Hungary and Poland—and the European Union. <i>Communist and Post-Communist Studies</i>, 51: 189-200. (11 pages) - Submit draft idea for the Group Policy Brief Paper - Search for a news article related to this week’s topic - Submit a question you’d like to discuss in class on Moodle

Week	Content	Assignments
Week 6	Democracy in the EU - Is the EU comparable to a democracy? - Who is accountable to whom? - Is there a democratic deficit in the EU? Arguments for and against.	- Chapter 9, 15 (26 pages) "European Union Politics" - Moravcsic, A. (2002). Democratic Deficit? <i>Journal of Common Market Studies</i>, 40(4): 603-624. (21 pages) - Hobolt, S. B. & De Vries, C. E. (2016) Public Support for European Integration. <i>Annual Review of Political Science</i> 19: 413-432. (19 pages) - Search for a news article related to this week's topic - Submit a question you'd like to discuss in class on Moodle
Week 7	EU policymaking: Example of EU Common Agricultural Policy - How is policy made in the EU? - The example of the EU common agricultural policy - Overview of the EU single market principles	- Chapter 16, 20, 24 (47 pages) "European Union Politics" - Henke, R., Benos, T., De Filippis, F., Giua, M., Pierangeli, F., Pupo D'Andrea, M. R. (2018). The New Common Agricultural Policy: How do Member States Respond to Flexibility. <i>Journal of Common Market Studies</i>, 56(2): 403-419. (16 pages) - Search for a news article related to this week's topic - Submit a question you'd like to discuss in class on Moodle
Week 8	EU Common Foreign, Security and Defense Policies (CFSP / CSDP) - History of EU CFSP / CSDP - New features of EU defense and security - EU army or NATO? - Debate about the reasons for EU to have its own army vs. not having one	- Chapter 19 "European Union Politics" (15 pages) - Tardy, T. (2018). Does European defense really matter? Fortunes and misfortunes of the Common Security and Defense Policy. <i>Journal of European Security</i>, 27(2): 119-137 (18 pages) - Search for a news article related to this week's topic - Submit a question you'd like to discuss in class on Moodle - Prepare for the in-class debate on EU army vs. NATO - Submit Group Policy Brief Paper
Week 9	Trip to The Hague Introduction to Dutch Politics: an engaging introduction to the political system, as well as a glimpse into the political culture in the Netherlands. The introduction includes a visit to the Hall of Knights (Ridderzaal) and the House of Representatives (Tweede Kamer).	- Prepare questions about Dutch politics - Andeweg, R. and Galen, I. (2014) Chapter 1 (Intro) and Chapter 6 (Parliament). In Andeweg, R. and Galen, I. (eds.) <i>Governance and Politics of the Netherlands</i> (4th Edition). McMillan International Publishing. (40 pages) - Additional/not required reading: Chapter 3 (Political Parties and Party System) and 5 (Core Executive)

Week	Content	Assignments
Week 10	European Economic Crisis and EU Solidarity - The development of the global and European financial crisis in 2007/2008 - The repercussions on some European states: the example of Greece - The principle of solidarity in the EU and redistribution of funds	- Chapter 26 “European Union Politics”. (14 pages) - Bechtel, M., Hainmueller, J. and Margalit, Y. (2014). Preferences for International Redistribution: The Divide over the Eurozone Bailouts. <i>American Journal of Political Science</i>, 58(4), 835-856. (22 pages) - Search for a news article related to this week’s topic - Submit a question you’d like to discuss in class on Moodle
Week 11	EU Refugee Crisis - How did the refugee crisis happen? - How was the crisis managed? - EU-Turkey deal - Data on relocation of refugees within EU and back to their countries of origin - EU assistance to external actors and “externalization” of EU borders	- Chapter 22 “European Union Politics” (20 pages) - Biermann, F., Guérin, N., Jagdhuber, S., Rittberger, B. & Weiss, M. (2019). Political (non-)reform in the euro crisis and the refugee crisis: a liberal intergovernmentalist explanation. <i>Journal of European Public Policy</i>, (26)2: 246-266. (20 pages) - Search for a news article related to this week’s topic - Submit a question you’d like to discuss in class on Moodle
Week 12	EU as an External Actor: Trade and Development Policy - History of post-colonialism in the EU - History of establishment of development assistance to former EU colonies - The types of existing trade agreements with non-EU countries - In-class debate: for and against the EU-USA trade agreement (TTIP)	- Chapter 17 “European Union Politics” (12 pages) - Onar, N. F., & Nicolaidis, K. (2013). The Decentring Agenda: Europe as a post-colonial power. <i>Cooperation and Conflict</i>, 48(2): 283–303. (20 pages) - Prepare for in-class debate on pros and cons of development assistance - Search for a news article related to this week’s topic - Submit a question you’d like to discuss in class on Moodle
Week 13	The Future of the EU after Brexit - Discussion of the 4 potential scenarios for Europe: disintegration, peace-meal adjustment, Europe a la carte, and United States of Europe. - In-class debate about the feasibility of the scenarios.	- Chapter 27 & 28 “European Union Politics” (30 pages) - Hobolt, S. B. (2016) The Brexit vote: a divided nation, a divided continent. <i>Journal of European Public Policy</i>, 23(9): 1259-1277. (18 pages) - Search for a news article related to this week’s topic - Submit a question you’d like to discuss in class on Moodle - Prepare for a debate in class about the future of the EU

Week	Content	Assignments
Week 14	In-class Preparation Model EU - Advice on convincing argumentation - In-class advice on preparation of the country/institution statement for the Model EU	Collect data that you can use as evidence for convincing arguments to use in your country statement.
Week 15	Model of the EU Debate	Reading news on the issue of the Model EU: be prepared and up to date.
Week 16	Final Exam	

COURSE-RELATED TRIPS:

- The Hague: An Introduction to Dutch Politics. This visit offers an engaging introduction to the political system of the Netherlands, as well as a glimpse into the political culture. The introduction includes a visit to the Hall of Knights (Ridderzaal) and the House of Representatives (Tweede Kamer).
- Brussels: visit to European Commission and EU Role Play Game.

REQUIRED READINGS:

The required reading consists of book chapters and several articles. In addition, students will be required to read handouts as well as undertake some research during class into specific policy areas and countries. The book chapters are all from:

- Cini, M. and Pérez-Solórzano Borragán, N. (2018) *European Union Politics* (6th Edition). Oxford: Oxford University Press. (Important note: the previous versions of this book have different chapter numbers and content. Please get only the 6th edition!)

Articles / chapters will be made available via Moodle:

- De Vries, C. E. (2018). Introduction: Losing Hearts and Minds? Taking Stock of EU Public Opinion. In C.E. De Vries (eds.) *Euro-scepticism and the Future of European Integration*. Oxford: Oxford University Press.
- Marks, G. (2012). Europe and Its Empires. *Journal of Common Market Studies*, 50(1), 1-20.
- Hooghe, L. & Marks, G. (2019). Grand theories of European integration in the twenty-first century, *Journal of European Public Policy*, 26(8), 1113-1133
- Persson, T., Parker, C. F., & Widmalm, S. (2019). How trust in EU institutions is linked to trust in national institutions: Explaining confidence in EU governance among national-level public officials. *European Union Politics*, 20(4), 629–648.
- Charlotte Burns, Peter Eckersley & Paul Tobin (2019): EU environmental policy in times of crisis. *Journal of European Public Policy*, 1-19.
- Kováč, K. and Scheppele, S. L. (2018). The fragility of an independent judiciary: Lessons from Hungary and Poland—and the European Union. *Communist and Post-Communist Studies*, 51: 189-200.
- Moravcsik, A. (2002). Democratic Deficit? *Journal of Common Market Studies*, 40(4): 603-624
- Hobolt, S. B. & De Vries, C. E. (2016) Public Support for European Integration. *Annual Review of Political Science* 19: 413-432
- Henke, R., Benos, T., De Filippis, F., Giua, M., Pierangeli, F., Pupo D'Andrea, M. R. (2018). The New Common Agricultural Policy: How do Member States Respond to Flexibility. *Journal of Common Market Studies*, 56(2): 403-419
- Tardy, T. (2018). Does European defense really matter? Fortunes and misfortunes of the Common Security and Defense Policy. *Journal of European Security*, 27(2): 119-137
- Andeweg, R. and Galen, I. (2014). Chapter 1 (Intro) and Chapter 6 (Parliament). In Andeweg, R. and Galen, I. (eds.) *Governance and Politics of the Netherlands* (4th Edition). McMillan International Publishing.

- Bechtel, M., Hainmueller, J. and Margalit, Y. (2014). Preferences for International Redistribution: The Divide over the Eurozone Bailouts. *American Journal of Political Science*, 58(4): 835-856
- Biermann, F., Guérin, N., Jagdhuber, S., Rittberger, B. & Weiss, M. (2019). Political (non-)reform in the euro crisis and the refugee crisis: a liberal intergovernmentalist explanation. *Journal of European Public Policy*, (26)2: 246-266
- Onar, N. F., & Nicolaïdis, K. (2013). The Decentring Agenda: Europe as a post-colonial power. *Cooperation and Conflict*, 48(2), 283–303
- Hobolt, S. B. (2016) The Brexit vote: a divided nation, a divided continent. *Journal of European Public Policy*, 23(9): 1259-1277

RECOMMENDED READINGS:

- Bache, I., George, S. and Bulmer, S. (2015). *Politics in the European Union*. Oxford: Oxford University Press.
- Buonanno, L. and Nugent, N. (2013). *Policies and Policy Processes of the European Union*. Basingstoke: Palgrave Macmillan.
- Checkel, J. T. and Katzenstein, P. J. (2009). *European Identity*. Cambridge: Cambridge University Press.
- De Vries, C. E. (2018). *Euroscepticism and the Future of European Integration*. Oxford: Oxford University Press.

In addition to books, academics have written many articles on the EU and European integration. Leading journals in the field of EU studies include:

- Journal of European Public Policy
- Journal of Common Market Studies
- Journal of European integration
- Western European Politics
- European Law Journal

Websites:

- Official EU website: www.europa.eu
- Euractiv: <http://euractiv.com>
- EU Observer: <http://www.euobserver.com>
- Politico: <http://Politico.eu>

Newspapers:

- Finally, newspapers are always worth reading to remain informed on current developments, such as the Financial Times and the Guardian. Many newspapers have freely accessible websites. Moreover, many non-British and Irish newspapers also publish in English: try to get a non-Anglo-Saxon perspective on the integration process.