

PO 450 EUROPEAN UNION STUDIES INTEGRATIVE SEMINAR

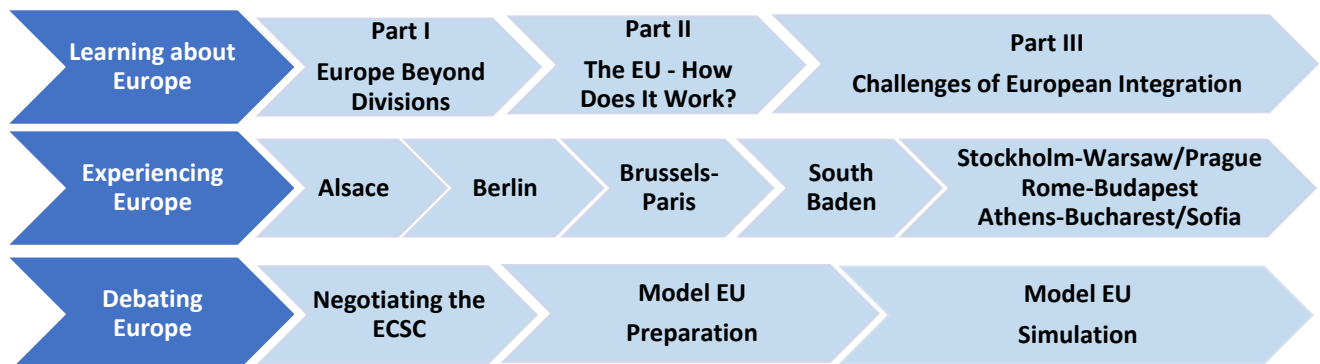
IES Abroad Freiburg

DESCRIPTION:

On three levels of previous knowledge and competence, the *European Union Integrative Seminar* adopts an innovative and comprehensive approach to understanding Europe and the European Union. The course is based on three methodologically distinct but complementary as well as interrelated elements of knowledge-building. In the classroom, the tension between cultural diversity and the aspiration to political unity that characterizes the European Union is examined. Students will learn about the historical, politico-cultural and economic context of European integration. The case studies and exemplifications of European unity and division vary between the levels according to previous knowledge here. In a next step, students will be introduced to the complex institutional architecture and decision-making procedures of the EU. Finally, students will analyze the dynamics of policy-making in the EU and focus on the main challenges of European integration.

The second constitutive part of the seminar confronts students with the deepening experience of exposure to Europe on the ground: to the cities and populations that constitute the European continent. They will travel to a range of destinations, each with their own level of development, unique problems and opportunities. These places embody the cultural and ideological cleavages as well as existential challenges confronting the peoples of the continent. Students will have the opportunity to listen to and to interact with diplomats, EU officials, journalists as well as representatives of other IOs and NGOs.

The third element "Debating Europe" constitutes a return to the discussion over Europe and the European Union. Incorporation of debate in education has been shown to develop critical thinking, to improve argumentation skills and to raise cultural awareness. Enriched from their experiences, students will be able to deliberate on the major issues confronting European citizens. This includes both discussion in an informal setting, role playing the European Coal and Steel Community (ECSC), lobby games in a European Union context and, finally, a full Model EU Council Simulation where students assume the roles of Heads of State, Ministers of Foreign Affairs, and Ministers of Finance, legislating upon and negotiating the directions the European Union will take. This course level addresses students with solid previous knowledge in at least one of the major areas of history, economics, politics or sociology. Building on this foundation, students in this level of the course will acquire the methodological tools not only to analyze and contextualize the complex structure of the EU, its origins as peace project after the Second World War, its crises and challenges and its future prospect in a changing world order, but also to further develop their critical judgement by conceptualizing and designing alternative solutions to these challenges. Furthermore, in the research paper, they will apply basic methods of quantitative and/or qualitative research in social sciences.



CREDITS: 4



CONTACT HOURS: 60 (including course-related trips, for detailed explanation see below)

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: At least two courses in International Politics OR Post-WWII European History is required

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Classes will be a mixture of brief lectures, group work and moderated discussions. Students are expected to discuss the readings for each class with their fellow students and their professor and to participate actively in group activities. Participation is part of the students' grade. Therefore, it is expected that all students do contribute during classes, in Moodle projects and assignments, course-related trip lectures and during the Model EU. There will be written assignments for some of the readings as well as activities on Moodle. The course-related trips to the European institutions and selected EU member states as well as the Model EU are core components of the course. Insights gained on the trips will flow into class work and the preparation of debates and the Model EU.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation in class - 10%
- Midterm Exam - 15%
- Final Exam - 20%
- Research Paper - 20%

Course-Related Trip Assignment:

- Video Blog (EU Institutions) -15%

Model EU:

- Policy Statement / Model EU Proposals – 10%
- Model EU Participation – 10%

Course Participation

Seminar discussions are based upon the compulsory readings and teaching introductions to the subject given at each session. The lecturer will give an introduction and background to the topic and all students are expected to join the seminar discussions following the teaching introductions with prepared questions and points related to the readings.

Grading Rubric for Student Participation

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were

	not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

Negotiating the ECSC

Negotiating the European Coal and Steel Community is a short simulation game. Students will analyze the Schuman declaration (1950) proposing the formation of a European Community for Coal and Steel. Students will form national delegations and define a national position. In a next step, national delegates will form a variable number of intergovernmental conferences. An elected chair will have the task to present the outcome of the negotiation process. Finally, the various outcomes will be compared and discussed in class.

Debate format requires active participation of students. Students opting for the role of debater will receive an upgrade on their final participation grade (1-3% depending on individual performance).

Midterm Exam

The midterm exam will be written with a duration of 90 minutes. The Midterm (during session 9) will cover the topics discussed in the first half of the course. Students will have to answer three essay questions referring to the required readings for the seminar. Students will get detailed information one week before the exam for concrete preparation.

Final Exam

The final exam will be written with a duration of 90 minutes and will be held during session 24. The final will cover the seminar's whole content and will be composed of three essay questions including discussion questions regarding an argument made in any of the compulsory reading material or discussed during the sessions. Students will get detailed information one week before the exam for concrete preparation (See Moodle).

Research Paper

The paper should cover 4000 – 5000 words and involves academic research. Students should discuss the research topic and potential research methods with their instructor prior to the research process and hand in an abstract as well as a provisional bibliography (due session 12). Students are required to submit their research paper via Moodle (due session 21). There will be an additional hand out provided for this assignment (See Moodle page).

Course-related trip assignment:

Video Blog

The video blog is a reflective exercise on the EU institutions trip. The video blog should be done in groups of 3 students (about 5 minutes). Such group blogs can choose different formats such as "interview style", where one student interviews the other students. The video blogs will be presented to a larger student group and will serve as a basis for discussion and reflection session. There will be an additional hand out provided for this assignment (See Moodle page).

The Model EU

The Model EU is a simulation of a summit meeting of the European Council (Heads of Government/State, Foreign Ministers and Finance Ministers). Students will take on different roles at this simulation representing countries or institutions in the negotiations on a pre-set agenda.



Policy Statement and Proposals

If you are representing a country at the Model EU you will have to prepare a policy statement which presents the basic stances of your country delegation on the issues on the agenda. You will have to state the sources used to write your policy statement on a separate document. Students taking on a position within the “Council Presidency” will draft the agenda instead. Students taking on a position as a Commissioner will write proposals on the agenda topics for discussion during Model EU.

- **Policy Statements**

Policy statements are written separately by each member of the delegation on the topics on the respective agendas (each participant has to write 1-2 pages). The policy statements are handed in collectively as one document, and the delegation has to write an introductory note together. The statements should have one common format. Students are graded separately for their respective parts of the policy statement. Policy statements are written in “high style.” You are writing as the highest representatives of your country and these are official documents. The policy statements need to have substance as they are the basis for discussion at the summit meeting.

- **Proposals**

The Commissioners are responsible for writing two proposals per topic introduced by the presidency’s agenda. Proposals are introduced during the Model EU and are the basis for discussion during the simulation. Commissioners take into account the various positions of the member states in formulating the proposals. The Commission’s proposals are released shortly before the Model EU.

Model EU participation

The Model EU will be prepared in special sessions both in terms of procedure and in terms of content. However, it is imperative that all students prepare for the simulation independently. All participants need to be well versed in the Rules of Procedure as well as the topics being discussed in their Council setting. Moreover, all students need to have a clear concept of their role (e.g. the position of their government on the topics) to be able to play this role effectively, adjust to unforeseen developments and to generally stay in character. Faculty will be present at the summit meeting. However, they will interfere as little as possible with the proceedings. The effective running of the simulation is the responsibility of the Council Presidencies and all participants.

LEARNING OUTCOMES:

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

- Apply the concepts of European integration theories to current developments in EU politics.
- Critically analyze complexities of decision-making and policy-making processes in the EU using theories of European Integration.
- Assess the effects of EU policies on the domestic political and economic structures of EU member states.
- Design alternative solutions to the current challenges of European integration with a specific focus on immigration, macroeconomic integration and European security.
- Using their critical thinking skills, apply theory and methodologies to competently analyze a wide range of political viewpoints and evaluate the impact of their intercultural awareness.
- Synthesize practical observations gained through detailed study and the experience that comes with travel and conversation, recognizing the range of challenges faced by the European Union.

ATTENDANCE POLICY:

All IES courses require attendance and participation. Attendance is mandatory per IES Abroad policy. Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%). Any student who has more than three (3) unexcused absences will receive an “F” as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course. Absences due to sickness, religious observances, and family emergencies may be excusable at the discretion of the Center Director. In the case of an excused absence, it is the student’s responsibility to inform the Academic Dean of the absence with an Official Excused Absence Form, as well as any other relevant documentation

(e.g. a doctor's note), and to keep a record thereof. The absence form must be turned in as soon as possible before the class, in the case of a planned absence, or immediately upon return to the Center, in the case of an unplanned absence, in order for the absence to be considered excused. It is also the student's responsibility to inform the professor of the missed class. Students can collect and submit the Official Excused Absence Form from the office of the Academic Dean. Student participation in the meetings of course-related trips are mandatory and not attending the meetings will count as an unexcused absence for respective Integrative Seminar.

ACADEMIC INTEGRITY CODE:

Regardless of the quality of work, plagiarism is punishable with a 'failing grade' in the class. Plagiarism may be broadly defined as "copying of materials from sources, without acknowledging having done so, claiming other's ideas as one's own without proper reference to them, and buying materials such as essays/exams.

TESTS, QUIZZES, OR PRESENTATIONS MISSED DURING UNEXCUSED ABSENCES CANNOT BE MADE UP!

ASSIGNMENTS NOT HANDED IN ON THE DUE DATE WILL BE SUBJECT TO A 3% PENALTY PER DAY POST-DUE DATE (with the exception of students who have an excused absence).

CONTENT:

Session	Content	Assignments
Part I – Europe beyond divisions?		
1	Introduction to the course European history and collective memory Europe: united in diversity or diversity without unity?	Required Reading: • Schimmelfennig, <u>Rebordering Europe: external boundaries and integration in the European Union</u> , pp. 311-330 (19 pages) Recommended Reading: • Hooghe and Marks, <u>Grand theories of European Integration in the twenty-first century</u> , pp.1113-1133 (20 pages)
2	European Culture and Identity Between Unity and Division European history and collective memory Is there a European identity? Sources of legitimacy Analysis and debate: European identity vs Identity of the EU	Required Reading: • Risse, <u>A European Identity ?</u> , pp. 198-216 (18 pages) Recommended Readings: • Wiesner, <u>Conceptualising European Identity-Normative, Theoretical, and Empirical Dimensions</u> , pp. 5-18 (13 pages) • Capello, <u>Cohesion Policies and the Creation of a European Identity</u> , pp. 489-503 (14 pages) • Judt, <u>The past is another country</u> , pp. 157-183 (27 pages)

3	Europe Divided I: The Cold War and the Berlin Wall in History & Memory The Cold War and the Berlin Wall: German political identity and historical memory	Required Reading: • Kansteiner, <u>Losing the War Winning the Memory Battle</u>, pp. 102-147 Recommended Readings: • Ladd, <u>The Ghosts of Berlin</u>, pp. 7-39 (33 pages) • Buruma, <u>Wages of Guilt</u>, pp. 69-91 (23 pages)
4	Europe United I: Negotiating the European Coal and Steel Community (ECSC)	Required Reading: • <u>Schuman Declaration</u>, 9 May 1950 (3 pages) Recommended Readings: • Kershaw, <u>To Hell and Back</u>, pp. 470-522 (53 pages)
5	Europe United II: Understanding the Institutional Architecture of the European Union The EU institutional framework – an overview The functions and powers of EU institutions Making sense of the EU's institutional framework	Required Reading: • Lelieveldt and Princen, <u>The Politics of the European Union</u>, pp. 47-75 (29 pages)
6	Europe United III: Community vs. Autonomy: The Transformation of European Welfare State Systems The difference between positive and negative integration and its socio-political consequences Asymmetries between capital and labor The rise of neoliberalism and the end of the post-war social contract in continental Europe.	Required Readings: • Abrahamson et. al. <u>New Models for the Provision of Social Welfare and Social Citizenship in Europe: Are recent changes perceived or real?</u>, pp.1-7 (6 pages) • Conti et. al., <u>Business Elites and European Integration: Really a Honeymoon Story?</u>, pp. 1-19 Recommended Reading: Scharpf, <u>The asymmetry of European integration</u>, pp. 211-250 (40 pages)
7	Europe Divided II: Towards a post-1989 European order - a community of shared values or a new divide between "illiberal east" and "liberal west"? Forerunners of (il)liberalization: Poland and Hungary	Required Readings: • Krastev, <u>The Unraveling of the Post-1989 Order</u>, pp. 5-15 (11 pages) • Rupnik, <u>Surging Illiberalism in the East</u>, pp. 77-87 (11 pages) • Zubrzycki, <u>The Crosses of Auschwitz</u>, pp. 1-17 (17 pages)

	Debating the meaning of the post-1989 European order Surging illiberalism in Eastern Europe	Reminder: Research Paper topic setting
	Experiencing Europe: Franco-German History Course Related Trip Muzig & Memorial Natzweiler-Struthof (Former Concentration Camp) Destination: Alsace, France (1 day)	
8	Germany Unified = Europe United?: From Semi-Sovereign State to Europe's New Hegemon? Germany in the European Union Germany in Europe Is Germany the new European hegemon?	Required Readings: • Bulmer, <u>Germany and the European Union: Post-Brexit Hegemon?</u> , pp. 11-28. (18 pages) • Kundnani, <u>The Paradox of German Power</u> , pp. 71-105 (35 pages) Recommended Reading: • Streeck, <u>Europe under Merkel IV</u> , pp. 162-192 (31 pages)
9	Mid-term Exam	See study guide on Moodle
	Experiencing Europe: "Germany in Europe: Then and Now" Course Related Trip Destination: Berlin, Germany (5 days)	
Part II: The European Union – (How) Does It Work?		
10	Field trip reflection From Intensive Intergovernmentalism to European Proto-Government? Agenda-setting strategies in the European Council Intergovernmental bargaining in the Council and European Council	Required Readings: • Carammia, Princen and Timmermans, <u>From Summitry to EU Government</u> , pp. 809-825 (17 pages) • Naurin, <u>The Councils of the EU: Intergovernmental Bargaining in a Supranational Polity</u> , pp. 135-158 (24 pages)
11	The European Commission and the Court of Justice	Required Readings: • Brown, <u>The European Commission and Europe's Democratic Process</u> , Chapters 1 & 2 • Saurugger and Terpan, <u>The Court of Justice of the European Union, conflicts of sovereignty and the EMU crisis</u> , pp. 903-920 (17 pages)

12	The European Parliament: Decision-Making and Interest Representation in the European Union The European Parliament The Ordinary Legislative Procedure and special procedures Coalition formation and voting behavior	Required Readings: • De Sio, Russo and Franklin, <u>EU Elections as Second Order Elections</u>, pp. 57-70 (13 pages) • Hix and Høyland, <u>Empowerment of the European Parliament</u>, pp. 171-189 (19 pages) • Ripoll Servent, <u>The European Parliament after the 2019 Elections</u>, pp. 331-342 (12 pages) Reminder: Research Paper provisional bibliography
13	Democratic Legitimacy in the European Union The European Union and popular democracy Is there a trade-off between democracy and integration? The democratic ‘deficit debate’	Required Readings: • Schraff & Schimmelfennig, <u>Does differentiated integration strengthen the democratic legitimacy of the EU?</u>, pp. 590-611 (21 pages) Recommended Reading: • Schmitter, <u>How to Democratize the European Union...and Why Bother?</u>
14	National agenda-setting, interest representation, decision-making (and -unmaking) in the EU: The example of France EU level Interest representation Agencification French society and domestic politics French perspectives on Europe and the EU The multiple crises of French cultural and political identity	Required Readings: • Majone, <u>European integration and its modes</u>, (19 pages) • Krotz and Schild, <u>France: Germany’s Indispensable Ally</u>, (18 pages) Recommended reading: • Conti, Marino and Memoli, <u>Business Elites and European Integration</u>, pp.1-19 • Kouvelakis, <u>The French Insurgency</u>, pp. 75-98 (24 pages)
Part III: Challenges of European Integration		
15	The EU, Migration and the Refugee Crisis The EU and the Refugee Crisis Migration and the externalization of EU border control Human rights and the securitization of migration	Required Readings: • Vradis <i>et al.</i>, <u>Hotspots and the European Migration Regime</u>, pp. 44-88 (45 pages) • Guild, <u>The EU’s so-called Mediterranean refugee crisis: A governmentality of unease in a teacup</u>, pp. 307-319 (12 pages) Video Blog topic setting

	“Experiencing Europe: “European Parliament” Course-Related Trip Destination: Strasbourg, France (1 day)	
16	Field Trip Reflection Europe’s Fragile Security Order: EU Expansion, NATO and Geopolitical Rivalries The EU as a foreign and security policy actor EU/NATO expansion, Russia and the comeback of geopolitics The Ukraine crisis and Europe’s divided security order Towards a new cold war?	Required Readings: • Fischer, <u>The Donbas Conflict</u>, pp. 5-32 (28 pages) • Sakwa, <u>The death of Europe? Continental fates after Ukraine</u>, pp. 553-579 (27 pages)
	Experiencing Europe: “EU Institutions” Course Related Trip Destinations: Brussels, Belgium, and Paris, France (7 days)	
17 MEU	Debating Europe: Introduction to Model EU Understanding Model EU Agenda Proposals	Topical readings and resources will be posted on Moodle (see Model EU Preparation course)
18	The Euro Crisis, Austerity and the Politics of Debt Economic and Monetary Union (EMU) The Euro crisis and the EU’s response Design failures of the Eurozone Political effects of austerity EU emergency measures and the problem of executive drift <i>Guest Speaker: Austerity vs. Solidarity- Southern European Perspective</i>	Required Readings: • White, <u>Emergency Europe</u>, pp. 300-318 (19 pages) • Charalambous, Conti & Pedrazzani, <u>Issue salience and party competition in Southern Europe before and after the Euro crisis</u>, pp. 1-18. Recommended reading: Kelemen, <u>Law, Fiscal Federalism, and Austerity</u>, pp. 379-400 (22 pages) <u>Reminder</u> : Video Blog submission deadline
	Experiencing Europe: EU Funds in the Region Course Related Trip Destination: South Baden, Germany (1 day)	
19 MEU Session	Debating Europe: Developing Country Positions	Topical readings and resources will be posted on Moodle (see Model EU Preparation course)
20	The European Union and World Trade The EU’s trade strategy and policy	Required Readings: • Meunier and Nicolaidis, <u>The Geopoliticization of European Trade</u>, pp. 103-113 (11 pages)

	The EU in the World Trade Organization <u>Reminder</u> : Research paper submission deadline	- Young, <u>Two wrongs make a right?</u>, pp. 1883-1899 (17 pages) Recommended reading: - Gstöhl and De Bièvre, <u>The Trade Policy of the European Union</u>, pp. 109-138 (30 pages)
21	Course-related Trip Academic Briefing (Class setting according to selected trip option; session organized by respective academic trip mentor)	
	Experiencing Europe: “EU Member States Course Related Trip” Destinations: 2 countries (see selection in description below) (7 days)	
22	Reflection Session	Topical readings and resources will be posted on Moodle
23	Conclusion – Review for final exam	Topical readings and resources will be posted on Moodle Reminder: Brief presentation of results of your research papers.
24	FINAL EXAM	
25	MEU Session Debating Europe: Finding Partners for Coalitions	Topical readings and resources will be posted on Moodle (see Model EU Preparation course)
26 16.30-18.30	Debating Europe: Mock Debate	Topical readings and resources will be posted on Moodle (see Model EU Preparation course)
27 All day	Debating Europe: Model EU, Day 1	Model EU Agenda
28 All day	Debating Europe: Model EU, Day 2	Model EU Agenda

COURSE RELATED TRIPS:

- Franco-German History Trip: Alsace, France– 1 day

During the first course related trip you will visit two significant historical and cultural landmarks in Franco-German history. You will have guided tours and learn about how age-old controversies and catastrophes in the heartland of Europe are represented, the role of memorials in constructing a European identity, and the challenges of overcoming centuries of conflict and rivalry.

- Germany in Europe: Then and Now Trip: Berlin, Germany – 5 days

During the course-related trip to Berlin, you will continue to learn about the past and present of German culture, economy and politics of Germany. Historically this capital is a crucial place if one wants to understand the importance German politics has for the dynamics of European integration. In Berlin you will learn about the fall of the Berlin Wall, the reunification of Europe after the end of the Cold War, the challenges that emerged during the process of post-communist transition and about Germany's hegemonic position within the EU.

- EU Parliament Trip: Strasbourg, France – 1 day

During this one-day trip, which is thematically linked to the EU Institutions trip you will visit the European Parliament in session in Strasbourg, France. There you will attend the parliamentary session and meet a Member of European Parliament who will discuss current events and elaborate on the workings of the European Parliament.

- EU Institutions Trip: Brussels, Belgium and Paris, France – 7 days

This course related trip will take you first to Brussels, the EU's institutional power center. In Brussels you will have the opportunity to meet with not only EU officials but also representatives of national delegations to the EU, think tanks and NGOs, as well as academic experts. The EU institutions you will visit include the European Commission, the Council of the EU and the European Council and you will have a chance to discuss with those actors who draft, shape and finally take decisions in the European Union. You will continue to have first-hand experience of the EU by visiting various agencies, institutions, and museums in Paris, you will meet French academic experts to discuss French culture, economy, politics and society.

- EU Funds in the Region Trip: South Baden, Germany– 1 day

This day trip will start with a meeting where an expert from the region will introduce you to EU's agricultural and structural funds and their implementation with examples from the region. Following the meeting you will visit a family farm that is typical for South Baden.

- EU Member States Trip - 7 days

Students choose 1 out of the three following course related trip options, e.g.:

- 1) Stockholm, Sweden; Warsaw, Poland/Prague, Czechia
- 2) Rome, Italy; Budapest, Hungary
- 3) Athens, Greece; Sofia, Bulgaria/Bucharest, Romania

The destinations may vary according to the topicality and nature of challenges of the EU and its integration process. The member states of the EU are still characterized by different state structures, economic ideologies, and cultural identities. This last course-related trip gives you the opportunity to choose between three different trip options. On these trips, you will learn about the current challenges of European integration. Experiencing the particularities and cultural diversity of these societies is essential in order to understand the variation in terms of domestic debates and national preferences when it comes to such important issues like, for instance, immigration, macroeconomic integration as well as European security.

REQUIRED READINGS:

- Abrahamson, Peter, Thomas Boje and Bent Greve (2019) *Welfare and families in Europe*. London and New York: Routledge.
- Buruma, Ian (2009) *The Wages of Guilt. Memories of War in Germany and Japan*. London: Atlantic Books, pp. 69-91.
- Bulmer, Simon. (2018) Germany and the European Union: Post-Brexit Hegemon? *Insight Turkey*, vol. 20 (3), 20, pp. 11–28.
- Brown, Stuart (2016) *The European Commission and Europe's Democratic Process_ Why the EU's Executive Faces an Uncertain Future*-Palgrave Macmillan UK
- Charalambous, Giorgos Nicolò' Conti & Andrea Pedrazzani, (2021) Issue salience and party competition in Southern Europe before and after the Euro crisis: the primacy of the economy holding back cultural issues, *Journal of Elections, Public Opinion and Parties*, pp. 1-18
- Carammia, Marcello, Sebastiaan Princen and Arco Timmermans (2016) 'From Summitry to EU Government: An Agenda Formation Perspective on the European Council', *Journal of Common Market Studies* 54: 4, pp. 809-825.

- Conti, Nicolo, Bruno Marino and Vincenzo Memoli (2021) 'Business Elites and European Integration: Really a Honey-moon Story?' *Journal of Common Market Studies*, pp. 1-19
- Fischer, Sabine (2019) *The Donbas Conflict. Opposing Interests and Narratives, Difficult Peace Process* (SWP Research Paper 05). Berlin: Stiftung Wissenschaft und Politik, pp. 5-32.
- Franklin, Mark and Sara B. Hobolt (2015) 'European elections and the European voter' in Jeremy Richardson and Sonia Mazey (eds) *European Union: Power and Policy-Making*, 4th edn. London and New York: Routledge, pp. 399-418.
- Gstöhl, Sieglinde and Dirk De Bièvre (2018) *The Trade Policy of the European Union*. London: Palgrave Macmillan, pp. 109-138.
- Hix, Simon and Bjørn Høyland (2013) 'Empowerment of the European Parliament', *Annual Review of Political Science* 16, pp. 171-189.
- Kansteiner, Wulf (2006) 'Losing the War, Winning the Memory Battle: The Legacy of Nazism, World War II, and the Holocaust in the Federal Republic of Germany' in Richard Ned Lebow et al. (editors) *The Politics of Memory in Post War Europe*. Durham and London: Duke University Press, pp. 102-146.
- Kelemen, R. Daniel (2015) 'Law, Fiscal Federalism, and Austerity', *Indiana Journal of Global Legal Studies* 22: 2, pp. 379-400.
- Kershaw, Ian (2016) *To Hell and Back. Europe, 1914-1949*. London: Penguin Books, pp. 470-522.
- Kouvelakis, Stathis (2019) 'The French Insurgency. Political Economy of the Gilets Jaunes', *New Left Review* 116/117, pp. 75-98.
- Krastev, Ivan (2016) 'The Unraveling of the Post-1989 Order', *Journal of Democracy* 27: 4, pp. 5-15.
- Krotz, Ulrich and Joachim Schild (2018) *France: Germany's Indispensable Ally in European Policy-Making* (IEP German European Policy Series no. 1/18). Berlin: Institut für Europäische Politik, 18 pp.
- Kundnani, Hans (2015) *The Paradox of German Power*. Oxford and New York: Oxford University Press, pp. 71-105.
- Ladd, Brian (1997) *The Ghosts of Berlin. Confronting German History in the Urban Landscape*. Chicago: The University of Chicago Press, pp. 7-39.
- Lelieveldt, Herman and Sebastiaan Princen (2015) *The Politics of the European Union*, 2nd edn, Cambridge: Cambridge University Press, pp. 47-75.
- Mair, Peter (2013) *Ruling the Void: The Hollowing of Western Democracy*. London and New York: Verso, pp. 99-142.
- Majone, Giandomenico (2016) *European integration and its modes: Function vs. territory* (TARN Working Paper No. 2/2016), 19 pp.
- Meunier, Sophie and Kalypso Nicolaidis (2019) 'The Geopoliticization of European Trade and Investment Policy', *Journal of Common Market Studies* 57: Annual Review, pp. 103-113.
- Naurin, Daniel (2015) 'The councils of the EU. Intergovernmental bargaining in a supranational polity' in Jeremy Richards and Sonia Mazey (eds) *European Union. Power and policy-making*, 4th edn, London and New York: Routledge, pp. 135-157.
- Ripoll Servant, Ariadna (2019) 'The European Parliament after the 2019 Elections: Testing the Boundaries of the "Cor-don Sanaire"', *Journal of Contemporary European Research* 15: 4, pp. 331-342.
- Rupnik, Jacques (2016) 'Surging Illiberalism in the East', *Journal of Democracy* 27: 4, pp. 77-87.
- Sakwa, Richard (2015) 'The death of Europe? Continental fates after Ukraine', *International Affairs* 91: 3, pp. 553-579.
- Saurugger, Sabine and Fabien Terpan (2017) *The Court of Justice of the European Union and the Politics of Law*. London: Palgrave, pp. 73-105
- Scharpf, Fritz W. (2010) 'The asymmetry of European Integration, or why the EU cannot be a "social market economy"', *Socio-Economic Review* 8, pp. 211-250.
- Schimmelfennig, Frank. (2021) 'Rebordering Europe: external boundaries and integration in the European Union', *Journal of European Public Policy*, 28:3, pp. 311-330.
- Schuman, Robert (1950) *Schuman Declaration of 9 May 1950*, Paris, Salon de l'Horloge du Quai d'Orsay, 3 pp.
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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/euoppblog/>)

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

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