



IR/PO FRANCE AND THE EUROPEAN UNION

IES Abroad Paris BIA

DESCRIPTION: Over the past 200 years, the destiny of Europe has witnessed spectacular ups and downs. Once an imperial power controlling some 1/3 of the planet, the Europe of 1945 shrivelled in stature and in strength. At pains with its own reconstruction, it also had to renounce control of its colonial empire. The Cold War, following the Second World War, divided Europe into two hostile camps thus adding to its insecurity and humiliation.

Europe's upheavals in the twentieth century however gave birth to a new vision; a vision that became sensitive to the dangers of ethno-nationalism and over-protective economies and strove to surpass national boundaries. The shattering experience of two world wars that tore Europe apart, gave birth to 'an ever closer union between the peoples of Europe', in other words, the European Union. Since the fall of the Berlin Wall and the end of the bipolar world, this relatively young institution has come to play a continuously greater role in world affairs. Consequently, it has undergone numerous important changes in a short period of time. Today the European Union brings together 28 nations and 500 million people.

France's role in the initial creation and the subsequent evolution of this union has been far from minimal. The very idea of unity was announced in a speech by Jean Monnet, a member of the French Committee of National Liberation, back in 1943. The Plan that led to the creation of the European Coal and Steel Community, the forerunner of the European Economic Community, which eventually became the European Union was named after France's foreign minister, Robert Schuman. It was under the presidency of a Frenchman, Jacques Delors, that the European Union launched the common currency, the Euro. Though significant, France's contributions have however not always been constructive. On many occasions, France has been accused of putting her national interests before those of Europe. Their general stance can be summed in President Mitterrand's ambiguous phrase: ' France is our homeland, but Europe is our future'.

The aim of this class is to provide a general introduction to the history, the structure and the current developments of the European Union, with a specific focus on France. We shall start first with a historical examination of the reasons that led to the creation of the union, we will then turn to its evolution over the years and finally look at the recent events and discuss what lies ahead in the future for the European Union.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

- Lectures
- Class discussions
- Student presentations

REQUIRED WORK AND FORM OF ASSESSMENT:

Oral assessment:

- Discussion based on the readings: 10%
- Political party presentation: 10%
- Oral presentation :20%

Written assessment:

- Quiz 20%
- Midterm exam: 20%
- Final Exam: 20 %

Global brilliance begins here.®

Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America



Discussions based on the readings (10%)

There are reading assignments for every week. We would be discussing the readings on the Wednesday, unless otherwise indicated. Please make sure you come to class prepared: this means complete the reading assignments and go through the unit summaries. I shall be posting a news article on a weekly basis. Please make sure that the article is read. It will be part of the classroom discussion. One student will be assigned the role of 'leading' these discussions.

Oral presentation (20%)

Students will be asked to prepare a presentation on a policy, a decision, a discussion or an event in the European Union. You will be graded on the clarity, accuracy, the depth of research of the oral presentation as well as the ability to answer questions. This should take up 20 minutes. You will be asked to present a written paper covering your topic a week after your presentation.

Political Party presentation (10%)

You will be assigned a European political party. You will research that party and come to class ready to present its positions to class.

Quiz (20%) Midterm exam (20%) and Final exam (20%)

The format of all quiz, midterm and final will be knowledge-based multiple choice, short answer questions and essays. I am looking for comprehension and the ability to recall the information that was acquired.

Class Policy:

- There are NO additional or make up assignments.
- Late assignments will not be accepted.

Academic Dishonesty:

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."

A note on electronic devices:

As a courtesy to your instructor and fellow students, please do not use cell phones, laptops, tablets, e-readers, or other electronic devices during class, even to check the time. Make sure phones are turned off. Use of these devices will lower your participation grade. No recording (audio or visual) of class sessions will be permitted.

LEARNING OUTCOMES:

The overriding aim of this class is to provide students with an overview of the historical background alongside the theoretical tools needed to understand the complex issues and institutions involved in European integration from its inception to its present-day configuration and role in world affairs. Students will follow the workings of the institutions on a day-to-day basis and grasp its importance as an economic and political actor in Europe and the world.

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

- Locate European construction within the existing theories of integration.
- Explain the history behind the European project: how belligerent countries came to end their discord and form a union.
- Describe the makings of this organization: its institutions and its functionaries.

ATTENDANCE POLICY:

"IES BIA Attendance Policy: Since IES BIA 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.

Absences for documented medical problems or family emergencies will be excused.

Absences for any other reason will not be excused.

If a student shows a pattern in absences, in violation of this policy, 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."

CONTENT:

Week	Content	Assignments
Week 1 Sessions 1 & 2: January 23rd & 25th	The birth of the 'Idea of Europe' Study Questions : 1. Define what the term 'Europe' means to you. 2. What are the biases inherent in your definition? 3. A summary of the views of Coudenhove-Kalergi, Briand, Neumann, Masaryk: what were the strengths and the weaknesses of each?	Reading: • Richard Coudenhove-Kalergi, International Affairs (Royal Institute of International Affairs 1931-1939), Vol. 10, No. 5. (Sep.,1931), pp. 638-651. • Robert J. Kerner, 'Two Architects of New Europe: Masaryk and Beneš' The Journal of International Relations, Vol. 12, No. 1 (Jul., 1921), pp. 27-43 • Aristide Briand, The Briand memorandum
Week 2 Sessions 3 & 4: January 30th & February 1st	World War Two and the European project: does France emerge as the obvious 'leader' for European integration? Wednesday: course-related trip : Visit the Musée du Général Leclerc de Hauteclocque et de la Libération de Paris - Musée Jean Moulin	Reading: • Extracts from the Ventotene Manifesto • Read the speech by Jean Monnet • Manifesto of European Resistance • Read Tint, Chapter 7: 'Defeat and Occupation 1939-1944 • Mr Winston Churchill speaking in Zurich 19th September 1946.
Week 3 Sessions 5 & 6: February 6th & 8th	Start the class with your impression of the museum and the study questions: Study Questions: 1. Why does Monnet consider France <i>alone</i> capable of leading Europe after the war? 2. What is meant by France's <i>strange defeat</i>? 3. Why was nationalism discredited after WW2? 4. Why was France capable of leading the post-war European project? Wednesday: Jean Monnet, Robert Schuman and Charles de Gaulle: from the birth of the Coal and Steel community to the collapse of the European Defence Community. Study Questions:	Reading: • The Schuman Declaration • Mark Corner, The European Union: an introduction, chapter 2 pp. 9- 28

	1. Why was the Schuman Plan so different to other treaties? 2. Why did the European Defense Community fail? 3. What lesson was drawn from that failure?	
Week 4 Sessions 7 & 8: February 20th & 22nd	Integration Theory: ne-functionalism v inter-governmentalism Study Questions: We will look at the questions at the end of the chapters.	Reading: • Michelle Cini, European Union Politics, chapters 5,6 and 7 [BIA should have copies to lend you]
Week 5 Sessions 9 & 10: February 27th & March 1st	Monday: Quiz 1: multiple choice and short answer questions; Wednesday: The institutions that make up the European Union Study Questions: 1. Your comments on the website 2. Does the EU differ from a national one? How? 3. Apply the integration theory to each of the institutions. 4. Consider the following comments: 'A system of shared power characterized by growing complexity and an increasing number of players' 'An organization with an expanding scope, but limited capacity' 5. The shifting of the balance of power between the EU institutions: why has that happened? Has it been beneficial or detrimental to the EU?	Readings: • Mark Corner, The European Union: an introduction, chapter 3 • Check the EU website http://europa.eu/
Week 6 Sessions 11 & 12: March 6th & 8th	The institutions that make up the European Union (contd) Wednesday, March 8th: MIDTERM	
Week 7 Sessions 13 & 14: March 13th & 15th	The Treaty of Rome. The Common Agricultural Policy. Charles de Gaulle's Presidency – 1969 Study questions: • The advantages and disadvantages of the Treaty of Rome for France • De Gaulle's position: sovereigntist or supranational? • Britain's position in Europe? • The reaction of the United States to European integration? • Why was the Common Agricultural Policy introduced?	Reading: • John T. S. Keeler, 'De Gaulle and Europe's Common Agricultural Policy: The Logic and Legacies of Nationalistic Integration', <i>French Politics and Society</i>, Vol. 8, No. 4 (Fall 1990), pp. 62-77 • Mark Corner, <i>The European Union: an introduction</i>, chapter 2 pp. 28-33
Week 8 Sessions 15 & 16:	Moving on to the signing of a new Treaty: Jacques Delors' presidency and the Single European Act. Reforms in the CAP.	Reading:

March 20th & 22nd	Study Questions: • What is a single market? • Why is it necessary? • What institutional changes were necessary for ensuring a single market? • Advantages and disadvantages of a single market in the long run. • Why did the Common Agricultural policy need changing?	• Mark Corner, <i>The European Union: an introduction</i>, chapter 2, pp. 33-41 and chapter 4 • Michelle Cini, <i>European Union Politics</i>, chapter 21
<u>Week 9</u> <u>Sessions 17 & 18:</u> <u>March 27th & 29th</u>	MONDAY: Political party presentation: 10% Look up one European political party and be ready to come to class to present their viewpoint. • http://www.guengl.eu/ • http://www.eppgroup.eu/ • http://www.itsyourparliament.eu/groups/6.html • http://ecrgroup.eu/ • http://www.alde.eu/ • http://www.greens-efa.eu/ • http://www.efdgroupp.eu/ Wednesday: France and the Maastricht Treaty: the birth of a European currency, a Common Foreign and Security policy, Justice and Home Affairs.	Reading: • Michael Sutton, 'France and the Maastricht Design', <i>The World Today</i>, Vol. 49, No. 1 (Jan., 1993), pp. 4-8 • Michelle Cini, <i>European Union Politics</i>, chapter 15, 19 and 20
<u>Week 10</u> <u>Sessions 19 & 20:</u> <u>April 3rd & 5th</u>	The Maastricht Treaty (contd) Study Questions: We will look at the questions at the end of the chapters. WEDNESDAY: Quiz 2: multiple choice and short answer questions	
<u>Week 11</u> <u>Sessions 21 & 22:</u> <u>April 10th & 12th</u>	Chirac's France (1995-2007) and the European Union: a closer look at enlargement Study Questions: • How was France affected by the Eastern enlargements? • The Nice Treaty • Why did France fail to ratify the Constitutional Treaty? • The changing role of France in the EU? • The effects of the EU on France? Oral Presentations	Reading: • Mark Corner, <i>The European Union: an introduction</i>, chapter 2, pp 41 -50 • George Ross, 'Chirac's First Steps and the 1995 French Presidency of the European Union', <i>French Politics and Society</i>, Vol. 13, No. 3 (Summer 1995), pp. 18-30

		• Boyka Stefanova, 'The "No" Vote in the French and Dutch Referenda on the EU Constitution: A Spillover of Consequences for the Wider Europe', <i>Political Science and Politics</i>, Vol. 39, No. 2 (Apr., 2006), pp. 251-255 • Michelle Cini, <i>European Union Politics</i>, chapter 26
<u>Week 12</u> <u>Sessions 23</u> <u>& 24: April</u> <u>19th & 21st</u>	Sarkozy's France and the European Union: the ratification of the Lisbon Treaty. Study Questions : • The after effects of the non-ratification of the 2005 Constitutional Treaty • Franco-German relations within the European Union • The effects of the Lisbon Treaty • Is France still a 'leader' in the EU? Oral Presentations	Reading: • 'Nicholas Sarkozy on Tasks of the European Union', <i>Population and Development Review</i>, Vol. 33, No. 3 (Sep., 2007), pp. 649-652
<u>Week 13</u>	Final TBA	

REQUIRED READINGS:

- Articles and Unit summaries/Study Questions posted on Moodle