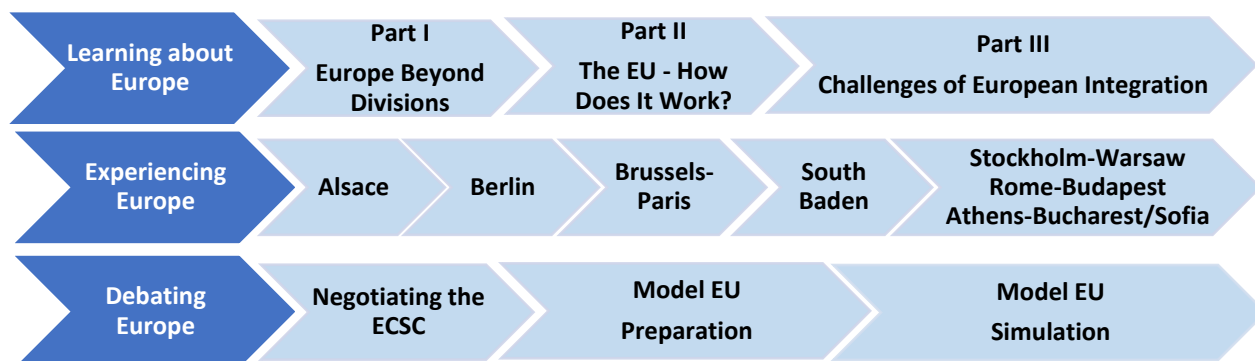


## PO 250 EUROPEAN UNION STUDIES INTEGRATIVE SEMINAR

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 by 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 without previous knowledge and will provide the necessary historical, economic, political and sociological background to understand 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.



**CREDITS:** 4

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

**LANGUAGE OF INSTRUCTION:** English

**PREREQUISITES:** None

**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 – 25%
- Homework – 15%

##### *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.

<b>A</b>	<b>Excellent participation:</b> 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>B</b>	<b>Very good participation:</b> 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.
<b>C</b>	<b>Regular participation:</b> 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.
<b>F</b>	<b>Insufficient participation:</b> 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.

#### Midterm Exam



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. A essay questions and multiple choice questions will constitute a significant part of the exam. Students will get detailed information one week before the exam for concrete preparation.

### **Final Exam**

Final exam will be written with a duration of 90 minutes and will be held during session 25. The final will cover the seminar's whole content and will be composed of at least two parts; part one will include short-answer questions that aim to evaluate student's knowledge on the actors and processes, the second part will include discussion questions / exercises regarding an argument made in any of the compulsory reading material or reflecting a current issue within the EU. Students will get detailed information one week before the exam for concrete preparation.

### **Homework**

Preparing for class is essential. The homework assignments will assist students in achieving this through specific reading discussions, quizzes and group work assignments.

*Course-Related Trip Assignment:*

### **Video Blog**

The video blog is a reflective exercise on the EU institutions trip. The video blog will be done in groups of 3 - 5 students (about 5 to 10min.). The video blog needs to be set around a narrative that provides a clear message which reflects on the meetings and experiences gained during the field trip. There will be an additional hand out provided for this assignment.

### **Negotiating the ECSC**

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

### **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 proposals. 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 proposals instead.

#### **• Policy Statements**

Policy statements are written separately by each member of the delegation on the proposals on the respective agendas (each participant has to write two to three 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 "Council Presidency" is responsible for writing proposals on the topics selected for the Model EU simulation. Topics are based on issues currently discussed at the European level. Proposals are introduced during the Model EU and are the basis for discussion during the simulation. The presidency takes into account the various positions of the member states in formulating the proposals. The proposals are released prior to the Model EU in order for member states to formulate their policy statements.

### **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:

- List the main actors who take part in the policy formulation and implementation processes of the EU
- Classify the policy areas of the EU using theories of EU Integration
- Define the competencies of different EU institutions shaping the process of European integration
- Identify the current challenges of European integration with a specific focus on immigration, macroeconomic integration and European security
- Develop critical thinking, argumentation skills and intercultural awareness
- Make 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	<b>Introduction I: From Europe Divided to Europe United I - A brief History of the EU</b> <ul style="list-style-type: none"> <li>• Origins of European Integration</li> <li>• Post WWII European Order</li> <li>• From the Common to the Single Market European Union</li> </ul>	<ul style="list-style-type: none"> <li>• Lelieveldt and Princen, <u>The Politics of the European Union</u>, pp. 3-26. (24 pages)</li> <li>• Cini and Pérez-Solórzano Borragán, <u>European Union Politics</u>, pp. 1-9. (9 pages)</li> </ul>
2	<b>Introduction II: The EU in Europe</b> <ul style="list-style-type: none"> <li>• What is Europe, what is the EU, what is the difference?</li> <li>• What kind of an international actor is the EU: an international organization or a federation?</li> <li>• Who are the current members?</li> <li>• What are the political and economic conditions to be admitted as a full member?</li> </ul>	<ul style="list-style-type: none"> <li>• Fligstein, Polyakova and Sandholtz, <u>European Integration, Nationalism and European Identity</u>, pp. 106-122. (16 pages)</li> <li>• Pollack, <u>Theorizing the European Union: Realist, Intergovernmentalist and Institutional Approaches</u>, pp. 3-17. (15 pages)</li> </ul>
3	<b>Europe United I: Franco-German Relations as skid and motor of European Integration</b> <ul style="list-style-type: none"> <li>• The historical role of the Franco-German couple in the process of European division, reunification and integration</li> <li>• Reuniting Germany</li> <li>• Current Franco-German relations</li> </ul>	<ul style="list-style-type: none"> <li>• Krotz, <u>Three eras and possible futures: a long-term view on the Franco-German relationship a century after the First World War</u>, pp. 337-350. (14 pages)</li> <li>• Ladd, <u>The Ghosts of Berlin. Confronting German History in the Urban Landscape</u>, pp. 7-39 (30 pages)</li> </ul>
4	<b>Europe United II: Negotiating the European Coal and Steel Community (ECSC)</b>	
5	<b>Europe United III: Understanding the Institutional Architecture of the European Union</b> <ul style="list-style-type: none"> <li>• The EU institutional framework – an overview</li> <li>• The functions and powers of EU institutions</li> <li>• Making sense of the EU's institutional framework</li> </ul>	<ul style="list-style-type: none"> <li>• Lelieveldt and Princen, <u>The Politics of the European Union</u>, pp. 47-75. (39 pages)</li> <li>• Dempsey, <u>Is the EU's Architecture Collapsing?</u>, pp. 1 – 5. (5 pages)</li> </ul>
6	<b>Europe Divided I: Eurocrisis</b> <ul style="list-style-type: none"> <li>• The crises in the Eurozone</li> <li>• Austerity Policies</li> </ul>	<ul style="list-style-type: none"> <li>• Clift and Ryner, <u>Joined at the Hip but Pulling Apart? Franco-German Relations, the Eurozone Crisis, and the Politics of Austerity</u>, pp. 136-163. (38 pages)</li> </ul> <p>Recommended Reading:</p> <ul style="list-style-type: none"> <li>• Matthijs, <u>'Powerful rules governing the euro: The perverse logic of German ideas'</u>, pp. 375-391.</li> </ul>

7	<p><b>Europe Divided II: Towards a post-1989 European order - a community of shared values or a new divide between “illiberal east” and “liberal west”?</b></p> <p>The cases of Poland and Hungary and the EU’s struggle between values, economics and international politics</p>	<ul style="list-style-type: none"><li>• Krastev, <u>The Unraveling of the Post-1989 Order</u>, pp. 5-15. (11 pages)</li><li>• Porter-Szűcs, <u>Poland in the Modern World. Beyond Martyrdom</u>, pp. 285-327 (40 pages)</li></ul>
	<p><b>Experiencing Europe: Franco-German History Trip</b> <b>Muzig &amp; Memorial Natzweiler-Struthof (Former Concentration Camp)</b> <b>Destination: Alsace, France (1 day)</b></p>	
8	<p><b>Germany Unified = Europe United?: From Semi-Sovereign State to Europe’s New Hegemon? Germany in the European Union</b></p> <ul style="list-style-type: none"><li>• Germany’s role in European Union</li><li>• Is Germany the new European hegemon?</li></ul>	<ul style="list-style-type: none"><li>• Techau, <u>The Foreign Policy of Germany: Economic Giant, Foreign Policy Dwarf</u>, pp. 67-90. (24 pages)</li></ul>
9	<p><b>Midterm Exam</b></p>	<ul style="list-style-type: none"><li>• See study guide on Moodle</li></ul>
	<p>Experiencing Europe: <b>“Germany in Europe: Then and Now” Course Related Trip</b> Destination: Berlin, Germany (5 days)</p>	
<p><b>Part II: The European Union – (How) Does It Work?</b></p>		
10	<p><b>Dynamics of European Integration: Theory and Practice</b></p> <p>Field Trip Reflection An introduction to theory and practice of</p> <ul style="list-style-type: none"><li>• European Integration and EU Politics</li><li>• Neo-functionalism and (Liberal) Intergovernmentalism</li><li>• Enlargement</li><li>• Multi-Level Governance and Comparative Politics</li></ul>	<ul style="list-style-type: none"><li>• Lelieveldt and Princen, <u>The Politics of the European Union</u>, pp. 3-46. (43 pages)</li></ul>
11	<p><b>Legislation and decision making in the EU</b></p> <ul style="list-style-type: none"><li>• The European Parliament and European political parties</li><li>• The Ordinary Legislative Procedure and special procedures</li><li>• Democracy in the European Union</li><li>• Is there a democratic deficit in the EU context?</li></ul>	<ul style="list-style-type: none"><li>• Lelieveldt and Princen, <u>The Politics of the European Union</u>, pp. 76-106. (31 pages)</li></ul>

12	<b>Interest Groups and Interest Representation in the EU</b> <ul style="list-style-type: none"> <li>Types of interest groups in the EU</li> <li>Interest representation</li> </ul>	<ul style="list-style-type: none"> <li>Coen, <u>Business Lobbying in the European Union</u>, pp. 145-168. (24 pages)</li> <li>Long, <u>'NGOs as Gatekeepers: A Green Vision'</u>, pp. 169-187. (17 pages)</li> </ul>
13	<b>Agenda-Setting in the EU</b> <ul style="list-style-type: none"> <li>Agenda-setting strategies in the EU</li> <li>The European Commission and Agenda-setting</li> <li>The European Council and Agenda-setting</li> </ul>	<ul style="list-style-type: none"> <li>Lelieveldt and Princen, <u>The Politics of the European Union</u>, pp. 208 – 229. (22 pages)</li> <li>Princen, <u>Agenda-setting strategies in EU policy processes</u>, pp. 927-943 (15 pages)</li> </ul>
14	<b>Political Parties and the European Parliament</b> <ul style="list-style-type: none"> <li>Political Parties in the EU</li> <li>Political Groups</li> <li>Current Agenda in Strasbourg</li> </ul>	<ul style="list-style-type: none"> <li>Lelieveldt and Princen, <u>The Politics of the European Union</u>, pp. 151 – 176. (26 pages)</li> <li>Current Agenda of the Plenary Session in Strasbourg</li> </ul>
<b>Part III: Challenges of European Integration</b>		
15	<b>Synchronicity of asynchronicities: Deepening, Widening and disintegrating concurrently</b> <ul style="list-style-type: none"> <li>Preventing further division: Western democracies vs. Eastern authoritarian regimes?</li> <li>Transition before admission vs. admission as an incentive for transition?</li> <li>The story of "Brexit" – institutional and political effects</li> <li>The EU-UK negotiations &amp; relations nowadays</li> </ul>	<ul style="list-style-type: none"> <li>Bache et al., Politics in the EU, Supplements on BREXIT, pp. tbd - see on Moodle.</li> <li>Rupnik, <u>Surging Illiberalism in the East</u>, pp. 77-87. (11 pages)</li> <li>Oliver, 'What does Brexit Mean for the European Union?', pp. 159-172 (14 pages).</li> </ul> <p><b>Video Blog: Topic setting</b></p>
	<p align="center"><b>"Experiencing Europe: "European Parliament" Course-Related Trip</b></p> <p align="center">Destination: Strasbourg, France (1 day)</p>	
16	<b>The EU, Migration and the Refugee Crisis</b> <ul style="list-style-type: none"> <li>The European Court of Justice</li> <li>The Area of Freedom, Justice and Security (AFJS)</li> <li>The EU and the Refugee Crisis</li> <li>Migration and the externalization of EU border control</li> </ul>	<ul style="list-style-type: none"> <li>Buonanno, <u>The European Migration Crisis</u>, pp. 100-130. (31 pages)</li> </ul>

	<p>Experiencing Europe: <b>“EU Institutions” Course Related Trip</b> Destinations: Brussels, Belgium, and Paris, France (7 days)</p>	
17 MEU	<p>Debating Europe: <b>Introduction to Model EU</b> <b>Understanding Model EU Agenda Proposals</b></p>	<p>Topical readings and resources will be posted on Moodle (see Model EU Preparation course)</p>
18	<p><b>Single Market and Trade</b></p> <ul style="list-style-type: none"> <li>• The single market</li> <li>• Trade policies and their consequences</li> <li>• Difference between free trade areas and customs union</li> <li>• The EU in world trade</li> <li>• EU-US trade relations</li> </ul>	<ul style="list-style-type: none"> <li>• Gstöhl and De Bièvre, <u>The EU and the WTO</u>, pp. 109-137. (29 pages)</li> <li>• Sedelmeier and Epstein, <u>Beyond Conditionality: International Institutions in postcommunist Europe after enlargement</u>, pp. 1-10. (11 pages)</li> </ul> <p><u>Reminder</u> : <b>Video Blog submission deadline</b></p>
	<p>Experiencing Europe: <b>EU Funds in the Region</b> Destination: South Baden, Germany (1 day)</p>	
19 MEU	<p>Debating Europe: <b>Developing Country Positions</b></p>	<p>Topical readings and resources will be posted on Moodle (see Model EU Preparation course)</p>
20	<p><b>The EU in the New World Order</b></p> <ul style="list-style-type: none"> <li>• EU defence and security</li> <li>• EU-US relations</li> <li>• Global Threats such as Climate Change</li> </ul>	<ul style="list-style-type: none"> <li>• Allen, The Common Foreign and Security Policy, pp. 643-660. (18 pages)</li> <li>• Welzer, Climate Wars, pp. 1-8 (8 pages).</li> </ul> <p>Recommended readings:</p> <ul style="list-style-type: none"> <li>• Howorth, “Stability on the Borders”: The Ukraine Crisis and the EU’s Constrained Policy Towards the Eastern Neighbourhood’, pp. 121-136. (16 pages)</li> <li>• Jones, Kelemen and Meunier ‘Failing Forward? The Euro Crisis and the Incomplete Nature of European Integration’, pp. 1010-1034.(24 pages)</li> <li>• Bulmer, ‘Germany and the Eurozone: Between Hegemony</li> </ul>



		and Domestic Politics', pp. 1244-1263. (19 pages)
21	Course Related Trip Academic Briefing Class setting according to selected trip option; session organized by respective academic trip mentor	
	Experiencing Europe: <b>"EU Member States Course Related Trip"</b> Destinations: 2 countries (see selection in description below) (7 days)	
22	<b>Reflection Session</b>	Topical readings and resources will be posted on Moodle
23	Conclusion: Quo vadis, EU?	<ul style="list-style-type: none"> <li>• tbd – see Moodle</li> <li>• Commission white paper on the future of the EU, 2017, pp. 1-32. (32 pages)</li> </ul>
24	<b>FINAL EXAM</b>	
25 MEU	Debating Europe:  <b>Finding Partners for Coalitions</b>	Topical readings and resources will be posted on Moodle (see Model EU Preparation course)
26 16.30-18.30	Debating Europe: <b>Mock Debate</b>	Topical readings and resources will be posted on Moodle (see Model EU Preparation course)
27 All day	Debating Europe: <b>Model EU, Day 1</b>	Model EU Agenda
28 All day	Debating Europe: <b>Model EU, Day 2</b>	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 second course-related trip (EU Institutions) you will visit the European Parliament in session in Strasbourg, France. There you will attend the parliamentary session, get a guided tour through the parliament and meet an MEP 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.
- Member States Trip - 7 days  
Students choose one 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 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 third course-related trip gives you the opportunity to choose between three different field trip options. On these trips, you will learn about the current issues, opportunities and 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:

- Bulmer, Simon (2014) 'Germany and the Eurozone: Between Hegemony and Domestic Politics', *West European Politics* 37: 6, pp. 1244-1263.
- Buonanno, Laurie (2017) 'The European Migration Crisis' in Desmond Dinan, Neill Nugent and William E. Paterson (eds) *The European Union in Crisis*. London: Palgrave, pp. 100-130.
- Cini, Michelle and Pérez-Solórzano Borragán, Nieves (2019), *European Union Politics*, Great Britain: Oxford University Press, pp. 1-9.
- Clift, Ben and Ryner, Magnus (2014) 'Joined at the Hip but Pulling Apart? Franco-German Relations, the Eurozone Crisis, and the Politics of Austerity', *French Politics* 12: 2, pp. 136-163.
- Coen, David (2009) 'Business Lobbying in the European Union' in David Coen and Jeremy Richardson (eds) *Lobbying the European Union: Institutions, Actors, and Issues*. Oxford and New York: Oxford University Press, pp. 145-168.
- Dempsey, J. (2016) "Judy Asks: Is the EU's Architecture Collapsing?", *Carnegie Europe*, pp. 1 – 5. <https://carnegieeurope.eu/strategieurope/66439>
- Fligstein, Neil, Polyakova, Alina and Sandholtz, Wayne (2012) 'European Integration, Nationalism and European Identity', *Journal of Common Market Studies* 50: S1, pp. 106-122.
- Gstöhl, Sieglinde and De Bièvre, Dirk (2018) 'The Trade Policy of the European Union' Basingstoke: Palgrave, Chapters 5 and 6.

- Howorth, Jolyon (2014) *Security and Defence Policy in the European Union*, 2nd edn. Basingstoke and New York: Palgrave Macmillan.
- Jones, Erik, Kelemen, R. Daniel and Meunier, Sophie (2016) 'Failing Forward? The Euro Crisis and the Incomplete Nature of European Integration', *Comparative Political Studies* 49: 7, pp. 1010-1034.
- Krastev, Ivan (2016) 'The Unraveling of the Post-1989 Order', *Journal of Democracy* 27: 4, pp. 5-15.
- Krotz, Ulrich (2014) 'Three eras and possible futures: a long-term view on the Franco-German relationship a century after the First World War', *International Affairs* 90: 2, pp. 337-350.
- Ladd, Brian (1997) *The Ghosts of Berlin. Confronting German History in the Urban Landscape*. Chicago: The University of Chicago Press, pp. 7-39.
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**STAYING UP TO DATE:** The most important discussions and debates that shape research on European institutions and politics take place in peer reviewed academic journals. You should make it a routine to regularly consult and screen the **journals** mentioned below:

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.

**OTHER USEFUL LINKS FOR FURTHER RESEARCH:**

Official EU website: [www.europa.eu](http://www.europa.eu)

Euractiv: <http://euractiv.com>

European Policy Center: [www.epc.eu](http://www.epc.eu)

EU Observer: <http://www.euobserver.com>

Europaeum: <http://www.europaeum.org/>

European Affairs: <http://www.europeanaffairs.org/>

BBC: Brexit All You Need to Know: <http://www.bbc.co.uk/news/uk-politics-32810887>

The Guardian: EU Referendum and Brexit: <https://www.theguardian.com/politics/eu-referendum>

The UK in a Changing Europe: <http://ukandeu.ac.uk>

The Constitution Unit UCL European Institute: <https://www.ucl.ac.uk/constitution-unit/research/europe>

The New Economics Foundation: <http://neweconomics.org>

European Council on Foreign Relations: [http://www.ecfr.eu/debate/responses\\_to\\_the\\_british\\_referendum](http://www.ecfr.eu/debate/responses_to_the_british_referendum)

Bruegel: <http://bruegel.org/tag/brexit/>

Chatham House: Royal Institute of International Affairs: <https://www.chathamhouse.org>

LSE European Institute: <http://www.lse.ac.uk/europeanInstitute/home.aspx>

Institut d'études politiques de Paris Centre for European Studies and Comparative Politics : <http://www.scienc-espo.fr/centre-etudes-europeennes/en>

Robert Schuman Centre for Advanced Studies, European University Institute: <http://www.eui.eu/DepartmentsAndCentres/RobertSchumanCentre/Index.aspx>

Carnegie Europe: <http://carnegieeurope.eu>

Institute of Public Policy Research: <http://www.ippr.org>

European Policy Centre: <http://www.epc.eu>



In order to keep up to date on current events, especially those involving European affairs, it is recommended that you regularly read the Economist, a British weekly. Articles in the left-leaning Guardian or the liberal-right wing Financial Times are more interesting. English speaking news can not only be found in the UK and Ireland, but also in France ([france24.com](http://france24.com)), Germany ([dw.com](http://dw.com)), Greece ([ekathimerini.com](http://ekathimerini.com)) or Russia ([RT.com](http://RT.com)).

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“Class discussions, both in the classroom and online, may be recorded to provide an educational resource for students in the class.

Your instructor will inform you before recording starts. Reasonable requests from students to deactivate their cameras during recording will be considered by instructors. Class recordings will be kept on the Moodle class site and will only be available to students in the class. The recordings will no longer be available to students when the semester ends.

Students are prohibited from recording classes or from distributing class recordings. Any recordings made will be used only for educational purposes within the class, unless explicit, written permission has been granted by the students.”