PO 350 EUROPEAN UNION 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 basic 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 more in-depth knowledge 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.

CREDITS: 4 credits

CONTACT HOURS: 60 hours (includes course-related trips)

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: At least one course 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 - 25%
- Final Exam - 25%
- Homework - 10%

Course-Related Trip Assignment:

- Video Blog (EU Institutions) - 10%

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.

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<th>Grade</th>
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<tr>
<td>A</td>
<td>Excellent participation&lt;br&gt;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.</td>
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<td>B</td>
<td>Very good participation&lt;br&gt;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.</td>
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<td>C</td>
<td>Regular participation&lt;br&gt;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.</td>
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<tr>
<td>F</td>
<td>Insufficient participation&lt;br&gt;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.</td>
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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 24. 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.

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. An optional technical workshop on “How to tell a video story” will be offered to those students who need technical assistance for video editing.

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

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).

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:

- Explain complexities of decision-making and policy-making processes in the EU using theories of European Integration.
- Categorize the effects of EU policies on the domestic political and economic structures of EU member states.
- Compare the policy areas of the EU in relation to supranational competencies using theories of EU Integration.
- Analyze the current challenges of European integration with a specific focus on immigration, macroeconomic integration and European security.
- Further develop critical thinking, argumentation skills and intercultural awareness.
- Utilize 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).

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| Session 1 | Introduction to the course: European Culture and Identity Between Unity and Division | • Fligstein et al., European Integration, Nationalism and European Identity, pp. 106-122. (17 pages)  
  • Casale, Is there (still) such a thing as European Identity?, https://youtu.be/-b3kNX4tcTM |
| Session 2 | Basic theories of supra- and international integration | • Cini and Pérez-Solórzano Borragán, European Union Politics, pp. 53 - 96. (44 pages) |
| Session 3 | Europe United I: The phase of Trial and Error | • Lelieveldt and Princen, The Politics of the European Union, pp. 3-26. (24 pages)  
  • AmCham to EU, AmCham EU response to the Commission Consultation on ‘Fair taxation of the digital economy’, pp. 2 – 5. (4 pages) |
| Session 4 | Europe United II: Negotiating the European Coal and Steel Community (ECSC) | |
  • Dempsey, Is the EU’s Architecture Collapsing?, pp. 1 – 5. (5 pages) |
| Session 6 | Europe Divided I: From Enlargement to Brexit | • Van Meurs et al., The Unfinished History of European Integration, pp. 263 – 280. (18 pages)  
  • Cini and Pérez-Solórzano Borragán, European Union Politics, pp. 227 – 240. (14 pages)  
  • Mujanović and Montgomery, Macron’s Veto Leaves Balkans Wide Open for Russia and China, pp. 1-3. (3 pages) |
| Session 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”? | • Rupnik, Surging Illiberalism in the East, pp. 77-87. (11 pages)  
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• Bulmer, Germany and the European Union: Post-Brexit Hegemon?, pp. 11-28. (18 pages) |
| 9       | Midterm Exam | |
| 10      | Good Student – Bad Student: Member States Application of EU Law | • Lelieveldt and Princen, The Politics of the European Union, pp. 254 – 273. (20 pages)  
• EU Commission, Monitoring the application of Union Law 2018 report, pp. 3 – 27. (24 pages) |
| 11      | Debating Europe: Introduction to Model EU (15 minutes) | • Lelieveldt and Princen, The Politics of the European Union, pp. 76-106. (31 pages)  
• Nedergaard, Peter, Maximizing policy learning in international committees: an analysis of the European Open Method of Coordination (OMC) committees. Scandinavian Political Studies. 30 (4): pp. 521–546. (26 pages) |
• Current Agenda of the Plenary Session in Strasbourg |
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| Session 14 | Interest groups and Interest representation | • Lelieveldt and Princen, The Politics of the European Union, pp. 128 – 150. (23 pages)  
• Trobbiani, European Regions and their interests, pp. 185 – 206. (22 pages)  
| Session 15 | The Euro Crisis, Austerity and the Politics of Debt | • Cini and Pérez-Solórzano Borragán, European Union Politics, pp. 295 – 307. (23 pages)  
• Foreign Policy Association, Imperfect Union: The Eurozone in Crisis https://youtu.be/LpwpIiU-5n0 |
| Session 16 | The EU, Migration and the Refugee Crisis | • Buonanno, The European Migration Crisis, pp. 100-130. (31 pages)  
• Cini and Pérez-Solórzano Borragán, European Union Politics, pp. 281 – 294. (14 pages) |
| Session 17 | Europe’s external dimension | • Orenstein and Kelemen, Trojan Horses in EU Foreign Policy, pp. 87-102. (16 pages)  
| Session 18 | Debating Europe | • Writing EU Agenda Proposals |
| Session 19 | Green New Deal and Common Agricultural Policy | • Communication by the Commission, The European Green Deal, pp. 1 – 24. (24 pages)  
• Cini and Pérez-Solórzano Borragán, European Union Politics, pp. 308 – 322. (15 pages) |
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<td>Session 23</td>
<td>Conclusion: Quo vadis, EU?</td>
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<td>Session 24</td>
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<td>Session 28</td>
<td>Debating Europe</td>
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COURSE-RELATED TRIPS:
- One-day trip to Strasbourg, the official seat of the European Parliament
- One-week trip to Brussels, the so-called capital of the EU where you will visit the European Commission and the Council of the EU. In addition, you will meet with other actors on the Brussels scene such as representatives of lobbying organizations, think tanks, and NGOs. From Brussels, you’ll go to Paris in order to learn about the genuine French perspective on the EU and its current challenges
- Trip to Stockholm, the capital of Sweden. Here you will explore EU-Russian geopolitical competition especially in the Baltics, Ukraine, and Belarus. Another focus will be the Scandinavian approach to welfare policies, fighting climate change, and sustainability as a whole.

*Note: The cost of the course-related trips is included in the program fee, but you should budget for some meals and spending money.*
REQUIRED READINGS:

- Van Meurs et al. The Unfinished History of European Integration. Amsterdam: Amsterdam University Press, 2018.

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
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/europpblog/)

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

RECOMMENDED READINGS:


OTHER USEFUL LINKS FOR FURTHER RESEARCH:

Official EU website:
www.europa.eu

Euractiv:
http://euractiv.com

European Policy Center:
www.epc.be

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 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

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
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, Germany, Greece (ekathimerini.com) or Russia (RT.com).