**PSCI 4302: Politics of the European Union, Spring 2021**

Class Meetings: T,Th 1110-1225  
1/17-2/15: [Zoom](https://cuboulder.zoom.us/j/91431195501) (pw 9g493f)  
2/16-4/29: [DUAN G1B30](https://www.colorado.edu/map/?id=336#!m/193841)

Professor: [Joe Jupille](mailto:Joe%20Jupille), [jupille@colorado.edu](mailto:jupille@colorado.edu)

Office: T 0930-1045, W 10-1130: [Zoom](https://cuboulder.zoom.us/j/99237328430) until further notice

*Subject to change - v20210118*

# Description and Objectives

Europe's transformation from war and poverty to peace and prosperity over the course of the 20th century stands as one of the most remarkable political developments since the advent of the nation-state. Yet this process has produced an institutional architecture, the European Union (EU), which is massively complex and confronts challenges of policy effectiveness and democratic legitimacy, as exemplified most acutely by the recent departure of the United Kingdom from the Union ("Brexit"). How can we explain the development, focus, functioning and future of the European integration process? And what do the answers we come up with tell us about politics more generally in 2021? This course addresses itself to these central questions through an examination of EU politics.

After taking this course, students will, in increasing order of importance, (1) exhibit basic familiarity with the EU, its history, institutions, policies and politics; (2) be prepared for future coursework in political science and beyond; i.e., have practiced the analytical, organizational and communication skills that will help them become better students; (3) be more familiar with world affairs and be able to follow current events more knowledgeably and skillfully; (4) gain insight into dilemmas confronting the West more generally; and (5) gain analytical and communication skills relevant to future employment.

This last is most important, so let me emphasize it. I don't expect the EU to be relevant to most of your lives after this course. But ***students should leave my class better equipped to find good information about our complex world, to make sense of that information, and to communicate that sense to a relevant audience across a range of modalities.***

# Components and Assessments

This is a specialized, upper-division political science course. I maintain very high standards and expectations. I will expect each of you to engage in a sustained and sophisticated inquiry into advanced concepts and contemporary issues. I expect you to read **every word** of the assigned readings, carefully and on-time, and to be prepared to articulate your understanding of these readings in writing and in class. **If this presents a problem for you, you should leave the class now.**

Your final grade will reflect the weighted sum of the following elements. Note: you do not "lose points" on assignments, as if starting from 100 and working down. Instead, imagine that you are starting from 0 and working up toward 100.

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| **Element** | **Description** | **Weight** |
| **Participation (P)** | **Participation** constitutes **ten** percent of the final grade. Preparation underpins effective participation, so **do all of the reading** and complete any assigned work before coming to class. Most importantly, you must orally engage in an informed and respectful way in our discussions. Bringing in news items, current events, or questions about the readings to discuss at the beginning of class is a terrific way to enhance your participation grade. This is a specialized, upper-division course, and my expectations for informed participation will be high. There may be extra credit opportunities (**X**). I calculate participation as your percentage of the highest‐scoring participant in the class. I.e., the participation score for student *j* = (Pj+Xj)/maxclass (P). The resulting grade usually needs to be "curved", and I will do so to a mean of 80, as necessary. | **10%** |
| **Quizzes, Homework, etc. (QHW)** | I will administer **quizzes** (Q), **homework questions** (HW), and in-class question sets and **exercises** to ensure that students keep up-to-date and to assess your knowledge. Your score in this area (**QHW**) will be the average of your scores, dropping the two lowest, and it constitutes **fifteen** percent of your grade. | **15%** |
| **Midterms (2x, MT)** | We will have two **midterms** (**MT1, MT2**), to evaluate students' understanding of EU history (course part II) and institutions (part III). Each of these assessments will constitute **twelve-and-a-half** percent of your grade. Guidelines will be provided. | **2 @ 12.5% (25%)** |
| **Short Papers (3x, SP)** | Each student will compose three **short papers**, 4-page max, on selected topics, each representing **eight-and-a-third** percent of the final grade. You will have some choice as to which papers you write, and when. Guidelines and prompts will be provided. | **3 @ 8.33% (25%)** |
| **Simulation (SIM)** | All semester long, we will be preparing to simulate a set of Council and European Council meetings, which will take place in weeks 14 and 15. An **oral component (SIM-O)** will constitute **five** percentof your grade. A **written component (SIM-W)** will constitute **seven-and-a-half** percent of your final grade. Guidance will be provided as the semester progresses. | **5% +**  **7.5% (12.5%)** |
| **Final Examination (F)** | There will be a **final examination** (**F**) covering the "big picture" questions about the EU. This exam will account for **twelve-and-a-half** percent of your final grade. More guidelines will be provided as the semester progresses. | **12.5%** |
| **Attendance (A)** | **Attendance (A)** will be tracked in this **synchronous** course which will be taught remotely (via Zoom) for at least the first four weeks. Synchronous attendance does not impact formal grade unless and until it becomes a problem. I don't deal with excused vs. unexcused absences. You get three "freebies". From the fourth through seventh absences, your **final course grade will be reduced by 1%** for each occurrence. Upon an eighth absence, you will be given an F for the course. | **see note** |
| **GRADE FORMULA** | = .1\***P** + .15\***QHW** + .125\***MT1** + .125\***MT2** + .0833\***SP1** + .0833\***SP2** + .0833\***SP3** +.05\***SIM-O** + .075\***SIM-W +** .125\***F**) – **A** |  |

I will grade your work on the following (standard) **scale**.

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|  |  | **B+** | 87-89. | **C+** | 77-79. | **D+** | 67-69. |  |  |
| **A** | 94-100 | **B** | 83-86. | **C** | 73-76. | **D** | 63-66. | **F** | 0-59. |
| **A-** | 90-93. | **B-** | 80-82. | **C-** | 70-72. | **D-** | 60-62. |  |  |

If you choose to **dispute** a grade you have received, you must submit a maximum 100-word email to me explaining the basis for your request, no earlier than 48 hours and no more than one week after receipt of the grade. I will re-evaluate your work. The re-grade may be either higher or lower than the initial grade, and it will be final.

# Required Materials

There is no textbook for the course. Readings will all be available directly online, through the CU Libraries, or, if marked with \*\*, via the Files folder in Canvas.

# Policies

## Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2020-2021_student_code_of_conduct_0.pdf).

## Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

* maintain 6-foot distancing when possible,
* wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
* clean local work area,
* practice hand hygiene,
* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the "Accommodation for Disabilities" statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming to campus each day, all students are required to complete the [Buff Pass](https://pass.colorado.edu/login).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, **COMMUNICATE** early and often with me. I will be happy to support your success in the class.

# Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me in a timely manner –by the end of week three-- so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website. In general, **COMMUNICATE.**

# Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on my class roster. In the absence of such updates, the name that appears on the class roster is the student's legal name.

# Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism (including self-plagiarism), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, Clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

# Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, **COMMUNICATE** early and directly with me, and I will be happy to accommodate you.

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

***COURSE SCHEDULE***

**SUBJECT TO CHANGE!**

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| --- | --- | --- | --- | --- | --- |
| **YYYYMMDD** | **DOW** | **WK** | **MTG** | **TOPIC** | **ASSIGNMENTS, ETC.** |
| **I. Preliminaries** | | | | | |
| 20210114 | TH | 1 | 1 | Course Introduction | none |
| **II. History** | | | | | |
| 20210119 | TU | 2 | 2 | War | \*\*Churchill 1946; \*\*Dinan 2010, pp. 9-17; \*\*Adam 2020, pp. 1-7.  Questions: What force was responsible for the problem of war in Europe? What was the posture of the United Kingdom toward the Continent? |
| 20210121 | TH | 2 | 3 | Peace Plans:  Functional (ECSC) and Federal (EDC) | "The Schuman Declaration", URL <https://europa.eu/european-union/about-eu/symbols/europe-day/schuman-declaration_en>; \*\*Treaty of Paris, preamble; \*\*Dinan 2010, pp. 17-22; \*\*Monnet 1966, pp. 20-22; \*\*Adam 2020, pp. 7-9.  Questions: What ultimate aim does the Schuman Declaration pursue? Why coal and steel?  Why was it thought that a European Defence Community (EDC) was needed?  Be prepared to discuss the different approaches to European integration represented by the ECSC and the EDC.  Compare and contrast the language in the preambles to the Treaty of Paris and to the Brentano Constitution. |
| 20210126 | TU | 3 | 4 | Rome | \*\*Dinan 2010, pp. 22-26; \*\*Monnet 1966, pp. 22-23, 26; \*\*Adam 2020, pp. 9-10. |
| 20210128 | TH | 3 | 5 | The Decade of De Gaulle | \*\*Dinan 2010, pp. 29-41; \*\*Adam 2020, pp. 10-18. |
| 20210129 | F | 3 | xx | **SP#1: Define and give examples of the following approaches to European integration: Federalism, Functionalism, Intergovernmentalism. Which approach did Monnet and De Gaulle, respectively, endorse? If you choose to submit this paper, consult the fuller SP#1 prompt and guidelines under Assignments on Canvas.** | |
| 20210202 | TU | 4 | 6 | Ambition, Awkward Partnership, and Doldrums | \*\*Dinan 2010, pp. 41-49, 53-64; \*\*Adam 2020, pp. 19-26, 28 (A). |
| 20210204 | TH | 4 | 7 | Relaunch | \*\*Dinan 2010, pp. 64-70, 73-85; \*\*Adam 2020, pp. 27-30. |
| 20210205 | F | 4 | xx | **SP#2: To what extent have actors and factors from outside the EU affected its development, and to what extent have internal actors and factors done so? If you choose to submit this paper, consult the fuller SP#2 prompt and guidelines under Assignments on Canvas.** | |
| 20210209 | TU | 5 | 8 | European Union | \*\*Dinan 2010, pp. 85-100; \*\*Adam 2020, pp. 30-33. |
| 20210211 | TH | 5 | 9 | Enlargement and Engineering | \*\*Dinan 2010, pp. 122-157; \*\*Adam 2020, pp. 33-44. |
| 20210212 | F | 5 | xx | **SP#3: Describe the impact of enlargement on the development of the European Union through the decades. In what ways has it advanced European integration, and in what ways has it hindered it? If you choose to submit this paper, consult the fuller SP#3 prompt and guidelines under Assignments on Canvas.** | |
| 20210216 | TU | 6 | 10 | Crises | \*\*Caporaso 2018, pp. 1345-1350; \*\*Rhodes 2020. |
| **20210218** | **TH** | **6** | **11** | **Midterm #1** | **none** |
| **III. Institutions** | | | | | |
| 20210223 | TU | 7 | 12 | Institutions, Institutional Overview | TBD |
| 20210225 | TH | 7 | 13 | Commission | \*\*Schmidt and Wonka 2012. |
| 20210226 | F | 7 | xx | **SP#4: TBD** | |
| 20210302 | TU | 8 | 14 | Council(s) | \*\*Lewis 2012. |
| 20210304 | TH | 8 | 15 | Parliament | \*\*Gesley 2018. |
| 20210305 | F | 8 | xx | **SP#5: TBD** | |
| 20210309 | TU | 9 | 16 | ECJ | \*\*Azoulai and Dehousse 2012. |
| 20210311 | TH | 9 | 17 | ECB and others | TBD |
| 20210312 | F | 9 | xx | **SP#6: To what extent do the ECJ and the ECB represent and/or promote deeper, even more "federalized", integration in Europe? What limits constrain this impact? If you choose to submit this paper, consult the fuller SP#6 prompt and guidelines under Assignments on Canvas.** | |
| 20210316 | TU | 10 | 18 | Decisionmaking: Community Method vs. Intergovernmental | TBD |
| **20210318** | **TH** | **10** | **19** | **Midterm #2** | **none** |
| 20210323 | TU | 11 | 20 | Simulation Preparation | none |
| 20210325 | TH | 11 | xx | WELLNESS DAY |  |
| **IV. Brexit** | | | | | |
| 20210330 | TU | 12 | 21 | Party Politics | \*\*Menon and Salter 2016, pp. 1301-1304; \*\*Bulmer and Quaglia 2018, pp. 1090-1092. |
| 20210401 | TH | 12 | 22 | Individual-Level Factors | \*\*Hobolt 2016; \*\*Iakhnis et al. 2018. |
| 20210402 | F | 12 | xx | **SP#7: TBD (you cannot write both SP#7 and SP#8)** | |
| 20210406 | TU | 13 | 23 | EU | \*\*Richardson 2018; \*\*Richardson and Rittberger 2020, pp. 656-659. |
| 20210408 | TH | 13 | 24 | The Disunited Kingdom | TBD |
| 20210312 | F | 9 | xx | **SP#8: TBD (you cannot write both SP#7 and SP#8)** | |
|  |  |  |  |  |  |
| 20210413 | TU | 14 | 25 | Broader Perspective | \*\*Inglehart and Norris 2017. |
| **V. Simulation** | | | | | |
| 20210415 | TH | 14 | 26 | SIM1 | none |
| 20210420 | TU | 15 | 27 | SIM2 | none |
| 20210422 | TH | 15 | 28 | SIM3 | none |
| **VI. Conclusions** | | | | | |
| 20210427 | TU | 16 | 29 | Course Conclusions | none |
| **20210505** | **WE** | **xx** | **xx** | **1630-1900 FINAL EXAM** |  |