
PSCI 4302: Politics of the European Union Fall 2017

Class Meetings: MW 1600-1715 [Ketchum](#) 1B71

Professor: [Joe Jupille](#), jupille@colorado.edu

Office: [KTCH](#) 114B, Th 1100-1230 & by appointment

Subject to change 20170828

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 by the Eurozone crisis, Brexit, and other issues. How can we explain the development, focus, functioning and future of the European integration process? This course addresses itself to these central questions through an examination of EU politics.

After taking this course, students will (1) have basic familiarity with the EU, its history, institutions, policies and politics; (2) be more familiar with world affairs and be able to follow current events more knowledgeably and skillfully; (3) 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; (4) gain analytical and communication skills relevant to future employment; and (5) be more knowledgeable citizens or denizens of the United States.

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 these 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.

Element	Description	Weight
Participation (P)	Participation constitutes ten percent of your grade. Preparation underpins effective participation, so do your reading and complete any assigned exercises before coming to class. Most importantly, you must orally engage in an informed and respectful way in our discussions. Bringing in news items or current events to discuss at the beginning of class is a terrific way to enhance your participation grade. This is a specialized,	10%

	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 $j = (P_j + X_j) / \max_{\text{class}} (P)$. The resulting grade usually needs to be “curved”, and I will do so to a mean of 80, as necessary.	
Quizzes, Exercises, etc. (Q)	I will administer quizzes (Q) , homework questions, 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 (Q) 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 (SP1, SP2, SP3) , 5-page max, on selected topics, each representing eight and a third percent of the final grade. Guidelines will be provided, but you will have some choice as to which papers you write, and when. On other point: there will be a little peer-review component to this. Stay tuned.	3 @ 8.33% (25%)
Final Examination (F)	There will be a final examination (F) covering the “big picture” questions about the EU. This exam will account for twenty-five percent of your final grade. More guidelines will be provided as the semester progresses.	25%
Attendance (A)	Attendance (A) is not part of your formal grade until it becomes a problem. I don’t deal with excused vs. unexcused absences. You get four “freebies”. From the fifth through eighth absences, your final course grade will be reduced by 1% for each occurrence. Upon a ninth absence, you will be given an F for the course.	see note
GRADE FORMULA	$= (.1 * ((P_j + X_j) / \max_{\text{class}} (P)) + .15 * Q + .125 * MT1 + .125 * MT2 + .0833 * SP1 + .0833 * SP2 + .0833 * SP3 + .25 * F) - A$	

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

		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		

Required Materials

Several sets of materials are required for the course.

1. Kirchick, James. 2017. *The End of Europe: Dictators, Demagogues and the Coming Dark Age*. New Haven, CT: Yale University Press.
2. Olsen, Jonathan, and John McCormick [OM]. 2017. *The European Union: Politics and Policies*, 6th edition. Boulder: Westview Press. This is the main text for the course. It should be available from the [CU Bookstore](#).
3. Verhofstadt, Guy. 2017. *Europe's Last Chance: Why the European States Must Form a More Perfect Union*. New York: Basic Books.
4. I will require you to keep current with *The Economist's* European and EU and Brexit coverage from week three of the class until the end of the semester. *The Economist* is available through CU Libraries, but I urge you to take a subscription via <https://www.economistsubscriptions.com/ecom903/global/index.php> - it'll cost you \$12 or \$15 for 12 weeks.
5. Free email subscription to headlines from and regular reading of the *EU Observer*, accessible at <https://euobserver.com/my/newsletter>.
6. Free email subscription to headlines from and regular reading of *Euractiv*, accessible at <http://www.euractiv.com/subscribe>.
7. Additional required readings, marked with a ** in the course schedule, are available electronically, either through **D2L** or directly **ONLINE**.

Policies

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 (i.e., 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 (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website and discuss your needs with your professor.

Religious Observances

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. See [campus policy regarding religious observances](#) for full details, **and let me know no later than week three** of the semester if you expect to miss any class for religious observance.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. 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. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

COURSE SCHEDULE

WK	MTG	DATE	DOW	TOPIC	WORK
I. Preliminaries					
1	1	20170828	M	Welcome, Introductions, Course Overview	none
1	2	20170830	W	Brief Overview of the EU	OM, introduction and ch. 1.
1	xx	20170904	M	Labor Day	none
II. Historical Development					
2	3	20170906	W	War and Peace	<p>**Schuman 1951, "The Schuman Declaration", URL http://europa.eu/about-eu/basic-information/symbols/europe-day/schuman-declaration/index_en.htm;</p> <p>**Dinan 2010, pp. 17-22.</p> <p><u>Questions:</u> What ultimate aim does the Schuman Declaration pursue? Why coal and steel?</p>
3	4	20170911	M	The Pursuit of Prosperity	<p>OM, pp. 52-59;</p> <p>**Treaty of Rome, preamble and part I (D2L);</p> <p>**Dinan 2010, pp. 22-26.</p> <p><u>Questions:</u> What ultimate aim does the European Economic Community (EEC, aka Common Market) pursue?</p>

3	5	20170913	W	<p>Guest Lecture: Robert Geyer, University of Lancaster, "Brexit and the Future of the European Union"</p> <p>Note: class will meet in Center for British and Irish Studies, Norlin Library M549.</p>	<p>Kirchick 2017, ch. 6; Verhofstadt 2017, ch. 16.</p>
4	6	20170918	M	<p>The Decade of De Gaulle</p>	<p>**Dinan 2010, pp. 29-41. <u>Questions:</u> List the major accomplishments and major setbacks for "ever closer union" during the "Decade of De Gaulle".</p>
4	7	20170920	W	<p>The "Doldrums" Era</p>	<p>**Dinan 2010, pp. 41-49, 53-70. <u>Questions:</u> What three categories of goals did the Hague Summit define? What big intergovernmental agreements were adopted during the 1970s? What does this material tell us about the relationship between "deepening" and "widening"?</p>

5	8	20170925	M	Relaunch	<p>**Dinan 2010, pp. 73-89.</p> <p><u>Questions:</u></p> <p>List the main factors that caused the relaunch of the Community; What institutional and policy changes did the Single European Act (SEA) bring about?</p>
5	9	20170927	W	European Union	<p>OM, pp. 72-77; **Dinan 2010, pp. 89-100.</p> <p><u>Questions:</u></p> <p>Identify the internal and external spurs to the Maastricht Treaty. What policies did Maastricht add to the EU's competencies? Summarize the institutional changes wrought by the Maastricht Treaty.</p>
6	10	20171002	M	Enlargement, Institutional Engineering and Crises	<p>OM, pp. 77-90; **Dinan 2010, pp. 122-127, 133-156.</p> <p><u>Questions:</u></p> <p>What were some of the concrete institutional issues that got caught up in the enlargement rounds of this period? What do you infer about the nature of the EU from the failure of the Constitutional Treaty project?</p>
6	11	20171004	W	Midterm #1	none
III. Institutions					

7	12	20171009	M	Overview and European Commission	OM, ch. 5. <u>Questions:</u> What are the functions of the European Commission in the EU system? Identify at least one apparently intergovernmental aspect of the nominally supranational European Commission.
7	13	20171011	W	Council(s)	OM, ch. 6. <u>Questions:</u> What are the functions of the Council in the EU system? Identify at least one apparently supranational aspect of the nominally intergovernmental Council.
8	14	20171016	M	European Parliament	OM, ch. 7. <u>Questions:</u> What are the functions of the Parliament in the EU system? How (and why) has EP power evolved since the 1950s?

8	15	20171018	W	European Court of Justice	<p>OM, ch. 8.</p> <p>***"Britain may find it hard to escape the European Court of Justice," Economist, March 2, 2017, URL https://www.economist.com/news/europe/21717836-every-trade-relationship-needs-umpire-it-or-not-britain-may-find-it-hard-escape.</p> <p><u>Questions:</u></p> <p>What are the functions of the ECJ in the EU system? Identify at least one apparently intergovernmental aspect of the nominally supranational Court. Be able to discuss the Court's importance on the trajectory of European integration.</p>
9	16	20171023	M	European Council, ECB and Others	OM, ch. 9.
9	17	20171025	W	Midterm #2	none
IV. Current Analysis					
10	18	20171030	M	The End of Europe?, 1	Kirchick 2017, introduction and ch. 2 (Hungary).
10	19	20171101	W	The End of Europe?, 2	Kirchick 2017, ch. 3 (Germany).
11	20	20171106	M	The End of Europe?, 3	Kirchick 2017, ch. 4 (EU).
11	21	20171108	W	The End of Europe?, 4	Kirchick 2017, ch. 5 (France).
12	22	20171113	M	The End of Europe?, 5	Kirchick 2017, ch. 7 (Greece).

12	23	20171115	W	The End of Europe?, 6	Kirchick 2017, conclusion; Verhofstadt 2017, introduction.
xx	xx	20171120	M	Thanksgiving	read a good book!
xx	xx	20171122	W	Thanksgiving	read a good book!
13	24	20171127	M	Europe's Last Chance?, 1	Verhofstadt 2017, parts I and II.
13	25	20171129	W	Europe's Last Chance?, 2	Verhofstadt 2017, part III.
14	26	20171204	M	Europe's Last Chance?, 3	Verhofstadt 2017, parts IV and V.
14	27	20171206	W	Discussion	none
VI. Final Thoughts					
15	28	20171211	M	Europe's Triple Crisis	Caporaso 2017.
15	29	20171213	W	Course Conclusions	none
xx	xx	20171218 1930- 2200	M	Final Examination	http://www.colorado.edu/registrar/sites/default/files/attached-files/fall2017final_exam_schedule.pdf