

Department of Political Science  
Dalhousie University  
Fall 2020/21

**POLI 3321/EURO 2102 (online)**

# **POLITICS OF THE EUROPEAN UNION**



**Instructor:**

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**Office hours:**

By appointment (phone or video conference)

**Class Location:** Online via Brightspace & Brightspace Collaborate

**Synchronous sessions:** Wednesdays 11.35-12.55AM

**Course Overview**

The objective of this course is to introduce students to one of the most ambitious and influential, but also complex and controversial political experiments in regional integration, namely the European Union (EU). The course explores the EU's history, its main institutional structures and

how it functions. It also overviews the main theories formulated in the disciplines of comparative politics and international relations to study this political project. These theories will be applied to weigh into key debates about the EU. Does the European Union represent a new and progressive example of regional integration that is moving European politics beyond the nation-state? Is the EU the most effective institutional response to the economic and political challenges of today's world? Should the EU be only an economic bloc, or also political one? Can the Union and its member states have a single and powerful voice on the international arena? Can the EU be democratically accountable? And should it continue to expand its membership, even beyond Europe?

The course is divided in three sections. The first section examines the key principles and objectives of the EU project, overviews the history of European integration since 1945 and presents the most important theories of European integration.

In the second section, students will become familiar with the basic institutional structure of the EU and its decision-making processes. The focus will be on the Union's main institutions (European Commission, Council of the European Union, European Parliament and European Court of Justice), their role and functions, and how they have changed over time.

The third section looks at the most relevant policy-areas in which the EU is involved: economic policy (the Single Market, the Euro), foreign affairs (the Common Foreign and Security Policy), migration and security, and enlargement.

In concluding, we will consider some of the future directions and challenges facing the Union in years ahead.

### **Course Format**

The course is taught online, both synchronously (live sessions) and asynchronously (videos, podcasts and other documents posted on the online platform [Brightspace](#)). It is divided into modules, each one covering a particular topic. Pre-recorded videos or podcasts present an overview of the main themes included in the module. This material follows the assigned readings, but it will not completely overlap (readings provide complementary information that is not possible to cover in the videos or podcasts). The weekly synchronous sessions (on Wednesdays) are reserved for discussions of the material covered that week (NB: alternative arrangements can be made for students who are unable to attend discussions). Since the course will have *no tutorials*, these sessions presuppose familiarity with the posted videos/podcasts and readings.

The course has also two Discussion Boards (available on Brightspace): 1. "EU in the news" is an online forum where students share news or commentaries on current events related to the European Union. 2. "Course Q&A" is a space for student questions about the course material and assignments

## Course Textbook and readings

Emmanuel Brunet-Jailly, Achim Hurrelmann, and Amy Verdun (eds.), *European Union Governance and Policy Making: A Canadian Perspective*, University of Toronto Press (2018). The book is available in print or electronic copy at the [University Bookstore](#). You can also find copies of this book on Amazon.

### *E-readings*

In addition to the textbook indicated above, the weekly course readings include a number of *journal articles* and *primary documents* (e.g. European Commission's papers). Both types of readings are available on Brightspace. Journal articles can be accessed, *free of charge*, to Dalhousie University students through the Library. In order to access them, you need to go to <http://www.library.dal.ca> and then search for the relevant article.

## Resources on the European Union

Dalhousie University hosts a European Union Center of Excellence (EUCE; <http://euce.dal.ca/>). The Center brings in guest speakers as well as hosting symposia and lectures from Dalhousie faculty. Details of each talk will be announced in class or through the course website. The Centre also offers financial support for student exchanges, internships and study tours in Europe. Please contact the centre coordinator for more information ([euce@dal.ca](mailto:euce@dal.ca)).

The Dalhousie libraries and other local university libraries have reasonably good collections on European and EU topics. Relevant documents and information about the European Union are available on the EU's official website ([www.europa.eu](http://www.europa.eu)) and the websites of the EU main institutions, such as the Commission's ([www.ec.europa.eu](http://www.ec.europa.eu)), the Council ([www.consilium.europa.eu/docCenter.asp?lang=en&cmsid=245](http://www.consilium.europa.eu/docCenter.asp?lang=en&cmsid=245)). News and articles about the EU can be found in publications such as the *EU Bulletin* (available in the government documents area of the Killam library), *Agence Europe* (accessible through Factiva), *European Voice*, *EU Observer*. Archival material, including photos and videos, on the history of the EU can be found on the *European Navigator* website (<http://www.ena.lu/>). Academic journals specifically dealing with the EU, its policies and politics include the *Journal of Common Market Studies*, *European Union Politics*, the *Journal of European Integration*, *European Union Foreign Policy Review*. A number of think tanks produce analyses and commentaries on the EU. For a list, see [www.eu.thinktankdirectory.org/](http://www.eu.thinktankdirectory.org/) More resources will be posted on the course website throughout the term.

## Course on Brightspace

Lecture slides and videos, syllabus, assignment instructions, links to live sessions, bibliographic references and other relevant material for this course will be available on Brightspace. Brightspace will also function as main means of communication between the instructor and students. You will

also be able to see your grades, read announcements and contribute to the discussion boards. The course on Brightspace can be accessed at <https://dal.brightspace.com/d2l/home>

### **Email Policy**

Please feel free to contact me by email if you have any questions related to the course. I will reply to legitimate email inquiries within 2 days. If you do not receive a reply within this period, please resubmit your question(s).

### **Course Evaluation**

The final grade for this course will be based on five components:

<i>Type of assignment</i>	<i>% of final grade</i>	<i>Date</i>
1) Participation	10%	
2) Weekly assignments	20%	Weekly
3) Wiki team assignment	30%	November 11
4) Essay	30%	November 25
5) Take home Exam	15%	December 15

### **Format of assignments**

#### **1) Attendance to synchronous ('live') sessions (10%)**

This component of the course evaluation consists in the participation in weekly synchronous meetings, designed to encourage discussion about the course materials and news about the European Union. These discussions will be approximately 30/45 minutes and held during the scheduled class time (11:35 to 12.20; NB: the rest of the scheduled class is reserved for team work and/or office hours). The sessions will take place on the Collaborate Platform; the link to each session will be available on Brightspace. Participation to each session is **worth 1 point**, for a total of **up to 10 points (10%)**. (NB: no points for first and last class).

## **2) Weekly assignments (30%)**

These assignments are due every week and consist of the following two exercises:

a) Module review (on Brightspace). In this online review you will be asked a series of questions on the material covered in each module (powerpoint presentations, video, readings, original documents). Reviews will start from Module 2

b) Entries (minimum 2) on discussion boards. You are asked to post one (or more) entry for the 'EU in the News' Discussion board + one (or more) entry in the Modules Discussion board. Entry in the Modules Discussion board should be framed as a question or topic for discussion (NB: a selection of these entries will be discussed during the live sessions)

The weekly assignments are due on Tuesdays at midnight. They are worth 1 point each. Total worth is up to 30 points (1 module review + 2 discussion board entries x 10 modules)

## **3) Wiki Group assignment (15%)**

To complete this assignment you need to work in a team (3-4 students) and collaborate on the Brightspace's *wiki* tool (for information what a wiki is and how to use it on Brightspace, check [here](#). Don't worry though, we will talk about in our live sessions as well!). The assignment consists of creating a Factsheet comparing two current EU member states, their relations with the EU (history, policies, popular support, etc.) and the sectors where their membership has had the greater impact. The assignment should be conducted in collaboration with members of your group (NB: groups will be created by the second week of classes). The fact sheet should be 10 pages maximum and can be formatted as a series of comparative tables.

The assignment is due on November 14 (link to submit the assignment on Brightspace). **It is worth up to 15 points.**

## **4) Essay on the EU (30%)**

The major writing assignment for this course is a paper of approximately 2,500 words, or 8 pages in length based on one of the topics examined in Part II and III of the course. If you choose a topic that is not covered in these sections, you must first gain the approval of the course instructor. More information on this assignment will be given out in class. The paper is due November 28. **It is worth up to 30 points.**

### Best essay on the EU prize

The EU Centre of Excellence at Dalhousie sponsors an annual competition for the best essay on the EU (100\$ prize). The competition is open to all students at Dalhousie. The instructor for POLI3321 will select the best essay(s) from the class to be considered for the prize

## 5) Take home exam (10%)

The final assignment is a take home exam, and consists of responses to questions about the course. Students will draw from all the relevant course materials (assigned readings, videos and podcasts) and write essay style answers. The take home exam questions will be posted online on December 15. You have 24 hours to complete it. It is **worth up to 15 points (10%)**.

### Grading scale

A+: 90-100%	C+: 64-67%
A: 85-90%	C: 60-63%
A-: 80-84%	C-: 56-59%
B+: 76-79%	D: 50-55%
B: 72-75%	F: 0-49%
B-: 68-71%	

### Course policies and expectations

- Check Brightspace regularly. In Brightspace we post the link to our synchronous discussions, video lectures, instructions for the assignments, and announcements. We also post answers to commonly asked questions by students about the course in the Discussion Boards so please check Brightspace first, before sending us a question via email.
- In order to do well in this course, it's crucial that you keep up with the content of the lectures and reading materials. Lectures will often contain material that complements rather than reproduces the content of the readings, so it's really important to stay on top of both.
- Videos made by the professor available on Brightspace are not to be saved and shared. Audio / video recordings of lectures are not permitted. The posted course material is the property of your instructor.
- **Brightspace Collaborate synchronous discussions:**
  - Please sign in a few minutes early (you may need to wait for the moderator)
  - Use your first and last names when you sign in so we can take attendance (you may need to edit your name from a nickname to your full name).
  - Please remember to mute your mic unless you are speaking.
  - We prefer to see students' faces during the discussion –but we understand if this is not possible or if students need to stop the camera for a bit.
  - If you would like to ask a question, click the hand icon and/or type it into the discussion section.
  - If a phone in option is available (for those with internet connection issues), we will provide it next the link for the synchronous discussion on Brightspace.
- If you are having a problem with Brightspace, contact the Brightspace Help at Intech ([intech@dal.ca](mailto:intech@dal.ca)) and they have a live chat help option as well.
- Assignments should be typed, double-spaced, with a 12 pt. font. Be sure to include place name, ID, assignment title, course no. and the instructors' names at the top of the assignment.

- Please proof-read and copy-edit **all** assignments. The quality of your writing will be considered in assessing your grade.
- If you have questions or concerns about course content, your progress in the course, or other matters, we encourage you to post your questions to the Housekeeping or Informal Feedback Discussion Boards, or visit the instructor virtual office hours.

### **Late Policy**

All assignments are due when specified in this outline. The student declaration of absence form replaces sick notes for absences of three days or less that result in missed or late academic requirements. However, if you do not inform the professor in advance, or the assignment is very late, your work will be penalized by 2% per day (including weekends). If extenuating circumstances prevent you from completing the assignments on time, please email or discuss this with instructor as soon as the problem arises. Extensions will be granted only for documented reasons of illness, or bereavement. The length of the extension will be based on the information in the documentation. If you are having a problem with Brightspace, contact the Brightspace Help and email your assignment to your professors until you can upload it into Brightspace, but it must be uploaded to Brightspace within 24 hours.

### **Use of sources and referencing style**

Written assignments must be properly sourced, and should include both a bibliography and citation within the text. Research papers must be based on *academic sources*, that is, articles published in peer-reviewed journals, as well as books. The recommended referencing style is APA (details about this style can be found at [http://www.library.dal.ca/Files/How\\_do\\_I/pdf/apa\\_style6.pdf](http://www.library.dal.ca/Files/How_do_I/pdf/apa_style6.pdf)).

## **COURSE CONTENT**

### **Part 1 – The EU and its origins**

#### **Module 1 - Introductions (September 9)**

#### **Module 2: The EU: a primer (September 16)**

Readings:

- Anthony Pagden, “Europe: Conceptualizing a Continent”, in Anthony Pagden (ed.), *The Idea of Europe: From Antiquity to the European Union*, ed. Pagden (Cambridge: Cambridge University Press 2002). Available on Brightspace
- *Introduction, European Union Governance and Policy Making: A Canadian Perspective*, Emmanuel Brunet-Jailly, Achim Hurrelmann, and Amy Verdun

### **Modules 2 and 3 - A (brief) history of the EU (September 23 and 30)**

- A Short History of the European Union: From Rome to Lisbon, Constant Chira-Costanut, in Brunet-Jailly et al., Chapter 2

#### *Suggested readings:*

- The Marshall Plan declaration (1947), available at: [www.marshallfoundation.org/marshall\\_plan\\_information.html](http://www.marshallfoundation.org/marshall_plan_information.html)
- Schuman Declaration (1950), available at [http://europa.eu/abc/symbols/9-may/decl\\_en.htm](http://europa.eu/abc/symbols/9-may/decl_en.htm)
- European Commission, *White Paper on completing the Internal Market* (1985). Available at [http://europa.eu/documents/comm/white\\_papers/pdf/com1985\\_0310\\_f\\_en.pdf](http://europa.eu/documents/comm/white_papers/pdf/com1985_0310_f_en.pdf) (skim)
- The Treaty of Lisbon (2007). Available at [http://europa.eu/lisbon\\_treaty/index\\_en.htm](http://europa.eu/lisbon_treaty/index_en.htm)

### **Module 4 – Theories of the European Union (October 7)**

#### *Readings:*

- *Theories of European Integration and Governance*, Amy Verdun, in Brunet-Jailly et al., Chapter 6



## **Part 2 – The EU institutional architecture**

### **Modules 5-6 - EU institutions (October 14 and 21)**

#### *Readings:*

- *The Major Legislative and Executive Bodies of the European Union*, Finn Laursen, in Brunet-Jailly et al., Chapter 3
- *Legal Integration and the Court of Justice of the European Union*, Martha O'Brien, in Brunet-Jailly et al., Chapter 4
- *Policy-Making and Governance in the European Union's Multilevel System* Ingeborg Tömmel, in Brunet-Jailly et al., Chapter 5

#### *Suggested readings*

- Basic treaties of the European integration. Available at:  
[http://europa.eu/abc/treaties/index\\_en.htm](http://europa.eu/abc/treaties/index_en.htm)

## **Part 3 – What the EU does**

### **Module 7 – EU Economic Policy (October 28)**

#### *Readings:*

- *The Single Market and Economic and Monetary Integration*, Paul Schure and Amy Verdun, in Brunet-Jailly et al., Chapter 7

### **Module 8 – EU Enlargement (November 4)**

#### *Readings:*

- *Enlargement*, Charles C. Pentland, in Brunet-Jailly et al., Chapter 15

### **Fall Study Week (no class on November 11)**

## Module 9 – EU External relations (November 18)

### Readings:

- *Foreign, Security, and Defence Policies*, Frédéric Mérand and Antoine Rayroux, in Brunet-Jailly et al., Chapter 9

### Suggested readings:

- Andrew Moravcsik, *The Quiet Superpower*, *Global Europe* (14 September 2009). Available at <http://www.globeurope.com/standpoint/quiet-superpower>

## Module 10 – Security and migration (November 25)

### Readings:

- *Justice, Freedom, and Security*, Oliver Schmidtke, in Brunet-Jailly et al., Chapter 8

## Session 11 – The present and future of the EU (December 2)

### Readings:

- *Democracy in the European Union*, Achim Hurrelmann, in Brunet-Jailly et al., Chapter 17
- *Geopolitics of the European Union*, Joan DeBardeleben, in Brunet-Jailly et al., Chapter 18
- European Ideas Network, **The World in 2025: How the European Union will need to respond**, available at <http://www.europeanideasnetwork.com/'the-world-in-2025'>
- Joschka Fischer, *From confederacy to federation: thoughts on the finality of European integration*. Speech at the Humboldt University in Berlin, 12 May 2000. Available at [http://www.ena.lu/speech\\_joschka\\_fischer\\_ultimate\\_objective\\_european\\_integration\\_berl\\_in\\_12\\_2000-020005639.html](http://www.ena.lu/speech_joschka_fischer_ultimate_objective_european_integration_berl_in_12_2000-020005639.html)
- Andrew Moravcsik, *Europe works well without the grand illusions*, *The Financial*

*Times* June 14 2005. Available at [www.princeton.edu/~amoravcs/library/works\\_well.doc](http://www.princeton.edu/~amoravcs/library/works_well.doc)

## **Session 13 – Exam review (December 9)**

### **SECTION B: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT**

This section of all Syllabi should begin with the statement: “This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate”; this statement should provide the link to the current University Regulations (Academic Calendars).

#### **University Statements**

*Provide links and brief statements as provided:*

Academic Integrity [http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Student Code of Conduct

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels

welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

(read more: <http://www.dal.ca/cultureofrespect.html>)

### Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at [elders@dal.ca](mailto:elders@dal.ca).

## University Policies and Programs

*Provide links to:*

Important Dates in the Academic Year (including add/drop dates)

[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)

University Grading Practices: Statement of Principles and Procedures

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

Scent-Free Program

<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

## Learning and Support Resources

*Provide links to:*

General Academic Support – Advising

[https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)

(Halifax)

<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>

(Truro)

Fair Dealing Guidelines

<https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

Dalhousie University Library <http://libraries.dal.ca>

Indigenous Students

[https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

Black Students

[https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

International Students

[https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)

Student Health Services

[https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)

Counselling

[https://www.dal.ca/campus\\_life/health-and-wellness/frequently-asked-questions-august-2017.html](https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html)

Copyright Office

<https://libraries.dal.ca/services/copyright-office.html>

E-Learning website

<http://www.dal.ca/dept/elearning.html>

Dalhousie Student Advocacy Services

<http://dsu.ca/dsas>

Dalhousie Ombudsperson [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

Writing Centre [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)

Faculty or Departmental Advising Support: Studying for Success

Program: [http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)