Government 286: European Integration
Fall 2013
MW 11:00-12:20, Fisk Hall 412

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Office hours: Mondays 2:00-3:30, Tuesdays 12:00-1:30, and by appointment
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OVERVIEW
This course is an introduction to the politics, policy and developing polity of the European Union. We will start by surveying the historical evolution of the EU and becoming familiar with the theories scholars have used to explain the integration process. Next, we will draw on this historical and theoretical background to analyze the governing institutions of the Union and to explore how the EU makes policy. In the final section of the course, our accumulated understanding of the process and structures of European integration will serve as a foundation for the analysis of specific policy debates identified by students. Likely topics include such issues as the Eurocrisis, the prospects for further enlargement of the EU, and the outlook for the Common Foreign and Security Policy in the EU’s now fairly unstable geopolitical neighborhood.

This course assumes no prior familiarity with the EU, with European politics, or with theories of international relations. It is, however, a fairly specialized course that demands a willingness to reflect on the object under investigation from a variety of angles and in considerable detail.

COURSE MATERIALS
You will need to acquire copies of three books: a history of European integration, a textbook treatment of the EU’s governing institutions, and a critical essay on today’s EU written by a prominent German sociologist. Details are as follows:


Other course readings will be made available in electronic form via Moodle. I will consult with the class on the advisability of also depositing hard-copy reserve readings in Olin Library. I will also activate Moodle’s new “annotate” function, which you (and I) can use to create both public and private notes in pdf files, and to respond to notes left by others.
COURSE REQUIREMENTS
In this course, you will complete one in-class and one take-home exam, write a short reading-analysis essay and a longer policy brief, and be responsible for a variety of in-class (and preparation-for-class) assignments. These expectations are described in more detail below, and they will be aggregated in your final grade as follows:

Attendance and participation: 15%
First essay (1,000 words): 15%
In-class midterm: 15%
Preparation/presentation of policy brief: 15%
Final policy brief (4-5,000 words): 20%
Take-home final exam: 20%

Grand total: 100%

Written work. Students will do three pieces of extended written work in this course, one longer than the other two. A first essay assignment, which you could also think of as a take-home exam, will ask you to assess the history of European integration in light of the various theories of integration we will have discussed in the first section of the course (or vice versa). A longer “policy brief” will ask you to do independent research on a policy issue of your choice within the Union, and to present your findings to the class. Finally, a take-home final exam will give you the opportunity to reflect on the present and future of the European Union, taken as a whole – that is, to develop your own synthetic conclusion(s) with respect to our topic.

Policy brief. The policy project that will be a centerpiece of your work in this course will develop in a number of stages, and detailed expectations will be laid out at each step along the way. In broad outline, the assignment will entail: (a) identifying a topic, for which you will need my approval; (b) working with other students with similar interests (and with me) to develop a session that will frame your policy area for the class; (c) presenting and responding to questions about a draft of your policy brief; (d) serving as a constructive critic of others’ presentations; and, finally, (e) submitting a final, revised version of your brief for grading.

Exams. In addition to the take-home final exam, one exam will be administered in class. This midterm concludes the section on institutions of the European Union (Commission, Court, Councils, Parliament), and the questions will deal primarily with that topic.

Attendance and participation. You are expected to come to class having prepared the assigned readings and ready to take part in group discussion. Repeated absences will rapidly result in the loss of all of your participation points – or, in extreme cases, in larger penalties. Note that physical presence alone does not constitute active engagement in the group endeavor. From time to time, I may develop group or individual exercises to be done in class; all these things will figure in your participation grade.

Late work. Do not turn work in late. Unless by explicit and mutual agreement in advance of the deadline – which you should not expect to secure – I will accept late work only from students who were verifiably incapacitated (seriously ill, injured, incarcerated) at the time their work was due.
Plagiarism and other forms of cheating. Violations of the Wesleyan honor code will not be tolerated in this course. Every course assignment will be accompanied by explicit instructions on how your work is to be done or not done – with respect to citation/attribution, collaboration, and any other issues I may deem relevant – and I expect those instructions to be followed precisely. If you have any questions, at any time, about what “academic dishonesty” or “honor code violation” means in the context of this course, please come and discuss those with me before you make any irreversible choices. Asking questions will never get you in trouble.

Tip: One of the major assignments for this course is an independent research exercise. In this age of digital resources – in my experience – the single most important step writers can take to avoid inadvertently using others’ work without attribution is to record every single resource they have consulted, however apparently unpromising, and to link that record carefully to every (re)appearance of the source material in their notes/drafts/final product. Unattributed blocks of text floating around your desktop are a recipe for trouble.

OTHER TOPICS AND ADDITIONAL RESOURCES
Disability resources. Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible. If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-2332 for an appointment to discuss your needs and the process for requesting accommodations.

Religious observances. If you will need to miss class because of a religious observance, please notify me as early as possible, and we will make arrangements to keep you up to date in the course. Do not wait until after the holiday has occurred.

Writing assistance. Wesleyan offers a variety of peer and staff resources to help students develop their writing skills. If you encounter difficulty with the written assignments in this course and would like to work with Wesleyan’s writing tutors to revise and improve your work, we can create a structure for you to do so.
I. WHAT IS THE EUROPEAN UNION? THEORIZING INTEGRATION

September 2: Course introduction – no reading

When you have your copy of Gilbert’s book, have a look at the map and chronology, and read the introduction.

September 4: Origins of European integration (Functionalism)

Gilbert, chapter 2 (“Enemies to Partners”), covering 1945-1950.


Schuman Declaration (1950). [Very short; find it here: http://europa.eu/about-eu/basic-information/symbols/europe-day/schuman-declaration/]

September 9: Emergence and growth of the Community (Neofunctionalism)


September 11: Integration at risk? (Intergovernmentalism)


Gilbert, chapter 5 (“Weathering the Storm”), covering the 1970s.

September 16: Integration relaunched (Liberal intergovernmentalism)

Gilbert, chapters 6 and 7 (“The 1992 Initiative” and “The Maastricht Compromise”), covering the 1980s and early 1990s.

September 18: The EU after Maastricht (Supranationalism)

Gilbert, chapters 8 and 9 (“EUphoria?” and “Toward a Twin-Track Europe?”), covering the 1990s to the present day.


Open season for the selection of policy-brief topics begins after class today.

September 23: Institutional explanations: Historical variant

Peterson and Shackleton, chapters 1 and 2 (“The EU Institutions” and “Institutional Change in the EU”).


September 25: Institutional explanations: Rational-choice variant


First essay assignment distributed in class today.

II. THE EU AS A SYSTEM OF GOVERNMENT

September 30: Leadership

Peterson and Shackleton, chapters 3 and 5 (“The European Council” and “The College of Commissioners”). Also read pp 174-182 of chapter 8 (“The Commission’s Services”).

October 2: Representing states

Peterson and Shackleton, chapters 4 and 14 (“The Council of Ministers” and “National Interests: COREPER”).

Policy-brief topics must be approved by today, October 2. You must meet with me face-to-face at least one time to secure my approval of your project idea.

First essay due Friday, October 4.
October 7: Representing citizens

Peterson and Shackleton, chapters 6 and 15 ("The European Parliament" and "Political Interests: The EP’s Party Groups").

October 9: Democratizing the EU?


October 14: The European Court of Justice

Peterson and Shackleton chapter 7 ("The Court of Justice of the European Union").

October 16: Midterm exam in class

October 21: Fall break – no class

III. THE EU AS A POLICYMAKER

*Flexibility note*: All or most of the weeks of October 28 (and 23), November 4, November 11, and November 18 will be organized around the policy issues being investigated by students in their policy briefs. The exact schedule will depend on student interests, but you should expect to complete a set of policy-related readings on Mondays and to serve as a critical-but-not-destructive audience for your colleagues’ policy proposals on Wednesdays. One of these sessions will, of course, be co-organized by you.

IV. THE FUTURE OF THE EUROPEAN UNION

November 25; December 2 & 4: The future of the EU

*Final policy briefs due Wednesday, November 27*. (NB first day of Thanksgiving break.)

The exact plan for this final section of the course is TBA, but expect to read and discuss Beck’s *German Europe* the week of December 2.

*Take-home final exam distributed in class December 4*. Due date to be negotiated closer to the time.