

COURSE SYLLABUS



Contemporary Europe: History of European Integration

Course code: IRS 221

Semester and year: Fall 2021

Day and time: Wednesdays 14:45 – 17:30

Room: 3.13

Teams: [Contemporary Europe: History...](#)

Lecturer: **Daniela Lenčėš Chalániová, PhD**

Lecturer contact: daniela.chalaniova@aauni.edu

Office hours: Mondays from 14:30 – 16:00

Credits US/ECTS	3/6	Level	BA introductory
Length	15 weeks	Pre-requisites	IRS 200 recommended
Contact hours	42 hours	Course type	BA IR 2014 required BA IR 2019 elective (except "extended major" study plan) CEA

1. Course Description

This course is designed for students of political science, international relations and humanities who want to gain deeper knowledge of the European Union and its integration processes. It will offer students a comprehensive overview of European integration history, European Union institutions, policies, personalities, treaties and historical decisions which continue to shape events in present day policy-making setting.

Throughout the semester, step by step, we will learn about the post WWII context in which European integration took root, the early European Communities and the reasons behind their inception, enlargement and transformation, we will cover the early years of integration and the crises the Communities faced when great political personalities such as Charles de Gaulle or Margaret Thatcher clashed with ideas of supranational governance. We will cover the transformation of economic communities into a political and even a normative project in the post-Cold War era and debate the challenges that await the European Union in the wake of the financial crisis of 2008 and today.

Since this course is predominantly knowledge-based, lectures will be the preferred format. This of course does not exclude student participation throughout the course, whether in form of "news" presentations or in-class work with period documents and discussion of their relevance.

2. Student Learning Outcomes

Upon completion of this course, the students should have a strong foundation for future studies of European Union policies. The students should be able to:

- know the **milestones of European integration** including primary law (treaties)
- explain the *sui generis* **nature of the European Union** integration process
- comprehend the **European Union's institutional structure** and understand the specific roles institutions play in the decision-making processes
- understand the **current discussions of the European crises** in wider politico-historical context
- **communicate** and hone presenting skills

All in all, the students should pass the course with a solid knowledge of the fundamental principles and processes of European Union integration, decision-making and integration policy areas.

3. Reading Material

All required reading materials are made available for **download via the NEO LMS/Resources**. The core textbooks for the course are:

- *Dinan, Desmond (2010) Ever Closer Union* - 4th edition, Boulder, CO: Lynne Rienner Publishers
- *Dinan, Desmond (ed.) (2014) Origins and Evolution of the European Union* - 2nd edition, Oxford: Oxford University Press

You are welcome to seek out other additional materials on European integration – **available in the Library** - such as:

- *Wallace, Hellen, Pollack Mark and Alasdair Young (2015): Policy-Making in the European Union* - 7th edition, Oxford: Oxford University Press
- *Cini, Michelle and Nieves Perez-Solorzano Borrigan (2019): European Union Politics* – 6th edition, Oxford: Oxford University Press
- *Bomberg, Elizabeth, John Peterson and Richard Corbett (2012): The European Union: How Does it Work?* 3rd edition, Oxford: Oxford University Press

EU News sites:

- EurActiv: <https://www.euractiv.com/>
- EU Observer: <https://euobserver.com/>
- Politico, Europe: <https://www.politico.eu/>
- University of Luxembourg's CVCE Digital Archive: <https://www.cvce.eu/en>
- European Council on Foreign Relations: <https://www.ecfr.eu/>

EU knowledge:

- European Union official site: https://europa.eu/european-union/index_en

4. Teaching methodology

Since the objective of this course is to provide basic but complex knowledge of what is the European Union, how it came to be, how it works and why, emphasis will be placed on **lectures** complemented by **discussions of period sources, Q&A session, and in-class news presentations** to provide a connection to the present.

5. Course Schedule

	DATE	TOPIC
1.	1/9/2021	Introduction
2.	8/9/2021	Interwar Projects of European Unity
3.	15/9/2021	German Problem is Europe's Problem
4.	22/9/2021	Battle over Europe
5.	29/9/2021	Europe in Doldrums
6.	6/10/2021	Integration Gains Speed
7.	13/10/2021	Towards European Union
8.	20/10/2021	~ Midterm Exam ~
	27/10/2021	<i>~ Midterm Break ~</i>
9.	3/11/2021	Reform and the Big Bang Enlargement
10.	10/11/2021	Constitution and the Lisbon Treaty
	17/11/2021	<i>~ Public Holiday ~</i>
11.	24/11/2021	The Eurozone Crisis
12.	1/12/2021	European Refugee Crisis and Brexit
13.	8/12/2021	EU Integration Actors / Explaining European Integration
14.	15/12/2021	~ Final Exam ~

Class 1 (1/9/2021) Introduction

Description:

- Class information, discussion on class expectations
- Introduction to European Integration

Reading: No reading

Class 2 (8/9/2021) Interwar Projects of European Unity

Description:

- Ideological and practical ideas of European Unity
- The *Zollverein, Mitteleuropa, Pan-Europa* and the challenge of national socialism
- WWII disintegration

Reading:

Stirk, Peter (2014) 'Integration and Disintegration before 1945', in Dinan, Desmond (ed.) *Origins and Evolution of the European Union* 2nd edition, Oxford University Press: 11-32

Class 3 (15/9/2021) Europe Postwar: German Problem is Europe's Problem

Description:

- The consequences of German nationalism
- Origins of the Cold War and division of Europe
- Plans for Europe: Marshall Plan, NATO, WEU, the Monnet Plan, Schuman Plan
- Early communities: European Coal and Steel Community

Reading:

Dinan, Desmond (2010) 'Reconstruction, Reconciliation, and Integration, 1945 - 1957', in *Ever Closer Union* (4th edition), Houndmills, Palgrave Macmillan: 9-28

Gillingham, John R. (2014) 'The German Problem and European Integration' in Dinan, Desmond (ed.) *Origins and Evolution of the European Union* 2nd edition, Oxford University Press: 60-88

Class 4 (22/9/2021) Battle over "Europe"

Description:

- Different approaches to European integration: supranational and intergovernmental integration
- Britain and the EFTA + failed communities: EDC, EPC
- The Rome treaties: the European Economic Community and EurAtom
- Charles de Gaulle & the Empty Chair Crisis

Reading:

Dinan, Desmond (2010) 'Uncertain Terrain, 1958 - 1972' in *Ever Closer Union* (4th edition), Houndmills, Palgrave Macmillan: 29-51

Parsons, Craig (2014) 'The Triumph of Community Europe', in Dinan, Desmond (ed.) *Origins and Evolution of the European Union* 2nd edition, Oxford University Press: 115-135

Class 5 (29/9/2021) Europe in Doldrums

Description:

- Global economic crisis of the 1970s
- First enlargement: British, Danish and Irish accession
- End of colonialism, Europe in the world
- Sluggish growth and the agricultural "fortress Europe"

Reading:

Dinan, Desmond (2010) 'A Community in Flux, 1973 - 1984' in Ever Closer Union (4th edition), Houndmills, Palgrave Macmillan: 53-72

Griffiths, Richard T. (2014) 'Under the Shadow of Stagflation. European Integration in the 1970s', in Dinan, Desmond (ed.) Origins and Evolution of the European Union 2nd edition, Oxford University Press: 165-188

Class 6 (6/10/2021) Integration Gains Speed**Description:**

- Changes in the global context
- Margaret Thatcher, the British Budgetary Question and European Integration
- Integration speeds up towards the single market
- Pressure from the big business

Reading:

Dinan, Desmond (2010) 'From European Community to European Union, 1985 - 1993' in Ever Closer Union (4th edition), Houndmills, Palgrave Macmillan: 73-102

Ludlow, N. Piers (2014) 'From Deadlock to Dynamism. The European Community in the 1980s', in Dinan, Desmond (ed.) Origins and Evolution of the European Union 2nd edition, Oxford University Press: 217-232

Class 7 (13/10/2021) Towards European Union**Description:**

- The unexpected end of the Cold War
- Binding Germany more tightly to Europe
- EU turns political (CFSP and EMU)
- Jacques Delors' Commission
- 1995 enlargement

Reading:

Anderson, Jeffrey J. (2014) 'The European Union, The Soviet Union, and the End of the Cold War', in Dinan, Desmond (ed.) Origins and Evolution of the European Union 2nd edition, Oxford University Press: 255-273

Dinan, Desmond (2010) 'The Emergent European Union, 1993 - 1999' in Ever Closer Union (4th edition), Houndmills, Palgrave Macmillan: 103-131

Class 8 (20/10/2021)*** * * MIDTERM EXAM * * *****Description:**

- A set of multiple-choice and short answers exam from classes 1-6 → online test
- Consultations before are encouraged 😊!

~ ~ ~ 25-31 October 2021 - Midterm Break ~ ~ ~

Class 9 (3/11/2021) Reform and the “Big Bang Enlargement”

Description:

- Europe of the treaties: Amsterdam and Nice
- ESDP and reform of the Justice and Home Affairs
- Negotiating accession: the Copenhagen criteria and the Candidate countries

Reading:

Dinan, Desmond (2010) 'The Unsettled European Union, 2000 – 2010' in *Ever Closer Union* (4th edition), Houndmills, Palgrave Macmillan: 133-167

Michalski, Anna (2014) 'The Enlarging European Union', in *Dinan, Desmond* (ed.) *Origins and Evolution of the European Union* 2nd edition, Oxford University Press: 274-301

Class 10 (10/11/2021) Constitution and the Lisbon Treaty

Description:

- Run up to the European Constitution: the Constitutional Assembly and the debate on the future of Europe
- Constitution ratification failures, and the Lisbon treaty reforms and ratification
- Towards a new political order?

Reading:

Nugent, Neill (2010) 'The Constitutional and Lisbon Treaties', in *The Government and Politics of the European Union*, 7th edition, Palgrave Macmillan: 69-86

Rittberger, Berthold (2014) 'The European Union. A Constitutional Order in the Making', in *Dinan, Desmond* (ed.) *Origins and Evolution of the European Union* 2nd edition, Oxford University Press: 327-342

~ ~ ~ 17th November 2021 – Public Holiday ~ ~ ~

Class 11 (24/11/2021) The Eurozone Crisis

Description:

- The 2008 economic crisis and its impact on Europe and the Eurozone
- Trouble in the Eurozone and in the EU as such
- Bail-out mechanisms and EU's fiscal coordination
- What does the crisis mean to EU's future integration?

Reading:

Heisenberg, Dorothee (2014) 'From the Single Market to the Single Currency', in *Dinan, Desmond* (ed.) *Origins and Evolution of the European Union* 2nd edition, Oxford University Press: 233-254

Kratochvil, Petr and Zdenek Sychra (2019) 'The end of Democracy in the EU? The Eurozone Crisis and the EU's Democratic Deficit, Journal of European Integration, 41:2, 169-185

Class 12 (1/12/2021) European Refugee Crisis and Brexit

Description:

- Refugee crisis and defunct European asylum policy
- Unequal brunt and echoes of the financial crisis
- Brexit: domestic and European dimensions

Reading:

Trauner, Florian (2016): 'Asylum Policy: the EU's 'Crises' and the Looming Policy Regime Failure', Journal of European Integration 38(3): 311-325

*Adam, Rudolf G. (2020): 'Cameron Fighting the EU and His Own Party: Preparing for Brexit', in *Brexit. Causes and Consequences*. Switzerland, Springer: 47-123*

Class 13 (8/12/2021) EU Integration Actors / Explaining the European Union

Description:

- European Commission, Council of the European Union, European Parliament, European Council, Court of Justice of the European Union, European Central Bank
- The member states and Germany's new-found leadership?
- Theories of European Integration
- Review of unresolved questions

*Corbett, Richard, John Peterson and Elizabeth Bomberg (2012) 'The EU's Institutions', in Bomberg, Elizabeth et al. (2012) *The European Union: How Does it Work?* 3rd edition, Oxford University Press: 47-73*

*Pollack, Mark A. (2010) 'Theorizing EU Policy-Making' in Wallace, Helen, Pollack, Mark A. and Alasdair Young (eds). *Policy-Making in the European Union* (6th edition), Oxford University Press: 13-48*

Optional Reading:

Publications Office of the EU (2014) 'How the EU Works - Your Guide to EU Institutions' available at: <https://op.europa.eu/en/publication-detail/-/publication/9a6a89dc-4ed7-4bb9-a9f7-53d7f1fb1dae> [accessed 31 August 2021]

Class 14 (15/12/2021) * * * FINAL EXAM * * *

Description:

- A set of multiple-choice and short answers exam from classes 7, 9-13 → online test

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated ILOs*
Newsflash	8	18%	Communicate and hone presenting skills	2
Active Participation	42	12%	Understand the current discussions of the European integration in wider politico-historical context	
Midterm exam	50	35%	Know the milestones of European integration Explain the sui generis nature of the European Union integration Comprehend the EU's institutional structure and EU decision-making processes Weeks 1-6	
Final exam	50	35%	Know the milestones of European integration Explain the sui generis nature of the European Union integration Comprehend the EU's institutional structure and EU decision-making processes Weeks 7, 9-13	
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Newsflash – 18%:

Even though this is a European integration *history* course, or perhaps in spite of it(!), to keep in touch with the present: your task will be to **report on current development in the European Union**.

Imagine you are the EU expert invited into a TV studio – or connecting through Teams – who should comment in **7-10 minutes** on 1 important event that took place last week in the European Union. Can we find any historical parallels¹?

As an expert, your task will be to:

- Explain the event/problem you focus on to the viewers
- Which actors (institutions, states) are involved?
- What is at stake?
- What happens if A, what happens if B?
- What is your professional opinion on it?
- Are there any open ended questions?

¹ Role of traditional 'motors' of European integration, typical national positions towards the EU, new solutions 'mirroring' old/existing policies, resurrection of old visions of integration...

How to:

1. Check the EU news sites indicated on the 2nd page (or other reliable media)
2. Pick your topic/event
3. Consult with me (ideally Monday, see consultation hours)
4. Prepare
5. Give us your expert contribution in class or record in a video format (for the online students in different time-zones + share the link on Wednesday morning by 10am latest)
6. We will hear/watch it in class on Wednesday
7. I will share the video on Teams and open it for discussion [see next assignment]

Assessed area	Percentage
Accuracy of information; involved actors	10%
What are the options? What happens if A, or B?	4%
Professional opinion/commentary, questions for debate	4%
TOTAL	= 18%

In the first weeks – I will create a schedule: **who presents and when & share it on NEO.**

Active Participation - 12%:

Approximately 1% for each class; just being in class and sitting quietly, or connected to meeting and sleeping through it, does not count.

Throughout the semester, I'll be bringing into the classroom various documents from the era we'll be covering that day, and I'll be asking you to answer some questions or work out some solutions based on the background you read at home.

Of course, lecture-related questions and answers add up to your grade, so don't hesitate to ask, don't be shy to answer 😊.

Online students (and the shy ones on campus): to catch up on participation, do take part in online discussion of Newsflash videos of your classmates on MS Teams.

Assessed area	Percentage
Participating in class Q&A or discussion of period documents or newsflash report	12%
Either in-class OR on-line (especially students from different time zones)	
TOTAL	= 12%

Midterm and Final Exams – 35% and 35%:

Midterm and final exams are worth 35% and 35% of your grade. 1-3% points per question depending on its difficulty – point value of each question will be clear in the exam.

As this is a predominantly **knowledge-based course**, each of the exams will be composed of questions related to the **content** covered in the respective weeks. Y you will be asked to answer a question in short sentences or to explain a term/policy/event/document in your own

words as best as you can. The exam will be composed of multiple choice and open-ended questions.

Exams will take place online on NEO and will be timed (once you start, you'll have 90 minutes to finish).

A list of questions will be available on NEO in the run-up to the exam.

- **Midterm exam** will cover topics covered in classes 1-6
- **Final exam** will cover topics covered in classes 7, 9-13

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the *Dean of Students* an Absence Excuse Request Form supplemented with documents providing reasons for the absence. The form and documents must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance.

Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up. Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Unexcused absences

Students are allowed four unexcused absences. Absences above this number will result in failure of the course. Unexcused absence does not give the right to a make-up assignment.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Any electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information...). Any other use will result in being marked absent and/or being expelled from the class. No electronic devices may be used during the tests.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive behavior or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Electronic communication and submission of papers

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

All electronic submissions of papers and essays are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

Plagiarism and Academic Tutoring Center

AAU strictly enforces its policy against cheating and plagiarism. Full policy is available in the Student Handbook.

To prevent any misunderstanding **PLAGIARISM is defined as:**

"the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."

- Random House Unabridged Dictionary, 2nd Edition,
Random House, New York, 1993.

Submitted papers and essays will be processed via Turn-It-In originality check software.

Turnitin's White Paper 'The Plagiarism Spectrum'² identifies 10 types of plagiarism ordered from most to least severe:

- 1. CLONE:** An act of submitting another's work, word-for-word, as one's own.
- 2. CTRL-C:** A written piece that contains significant portions of text from a single source without alterations.
- 3. FIND-REPLACE:** The act of changing key words and phrases but retaining the essential content of the source in a paper.
- 4. REMIX:** An act of paraphrasing from other sources and making the content fit together seamlessly.

² Available at <https://www.turnitin.com/static/plagiarism-spectrum/>

5. **RECYCLE:** The act of borrowing generously from one’s own previous work without citation; to self-plagiarize.
6. **HYBRID:** The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. **MASHUP:** A paper that represents a mix of copied material from several different sources without proper citation.
8. **404 ERROR:** A written piece that includes citations to non-existent or inaccurate information about sources
9. **AGGREGATOR:** The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. **RE-TWEET:** This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU. If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <https://www.aau.edu/student-life/student-services-support/academic-tutoring-center/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 - 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Approved by: DLC and GH