



UNIVERSITY OF NEW YORK IN PRAGUE

Course: POL201 European Integration (3 US credits/6 ECTS)
Semester: Spring 2024
Prerequisites: None

Instructor:

1. Catalogue Description

This course explores the nature of European integration, its development since its creation and its present state. The course focuses both on the study of the institutional configuration of the EU and the policies that this international organization implements.

2. Course Purpose

This course studies the development and evolution of the process of post-war integration in Europe, its main actors and political structure and institutional organization. The course thus focuses on the history, development and main challenges of the European integration process and it examines the basic structures and processes of European Union governance.

The course will also look into the rationale of integration, including theoretical concepts and approaches, institutions, actors, policies and, decision- and policy-making. Finally, the course examines a number of contemporary events and recent challenges facing the EU, including security challenges, plethora of current European Union's crises, the issue of enlargement (recent and future), the withdrawal of the United Kingdom and other occurring challenges.

3. Required Readings:

Nugent, N. (2017). *The Government and Politics of the European Union* (8th ed.). London: Palgrave Macmillan.

or

Lelieveldt, H., & Princen, S. (2017). *The Politics of the European Union* (2nd ed.). Cambridge: Cambridge University Press.

It is up to you to purchase this book before the class. We will be using it from the first day of class onwards.

4. Additional Readings

Dinan, D. (2014). *Europe recast: A history of European Union* (2nd ed.). Basingstoke: Palgrave Macmillan

- Olsen, J., & McCormick, J. (2017). *The European Union: politics and policies* (6th ed.). Boulder: Westview Press.
- Rosamond, B. (2010). *Theories of European integration*. Basingstoke: Palgrave MacMillan.
- Wiener, A., & Diez, T. (2014). *European integration theory*. Oxford: Oxford University Press.
- Dedman, M. (2010). *The Origins and Development of the European Union 1945-2008: A History of European Integration*. Abingdon: Routledge.
- McCormick, J. (2015). *European Union politics* (2nd ed.). Basingstoke: Palgrave macmillan.
- Cini, M., & Pérez-Solórzano Borragán, N. (2016). *European Union politics*. Oxford: Oxford University Press.
- Dinan, D. (2010). *Ever Closer Union: An Introduction to European Integration* (4th ed.). Boulder: Lynne Rienner Publishers
- McCormick, J. (2014). *Understanding the European Union: a concise introduction* (6th ed.). Basingstoke: Palgrave Macmillan.

5. Learning Outcomes

Knowledge gained

Students will learn to:

- describe and assess the development, achievements and problems of European integration in each decade after the establishment of the European Coal and Steel Community;
- understand the reasons for enlargement of the European Union/European Communities since the 1970s until nowadays;
- apply different European integration theories to the explanation of European integration;
- understand the political structure and institutional organization of the European Union, including the changing balance of powers between EU institutions and agencies;
- evaluate critically the establishment of individual EU (common) policies, including their historical evolution;

Skills gained

Students will be able to:

- explain and evaluate reasons for European integration and its development on the intergovernmental/supranational axis;
- link institutions of the European Union to the democratic concepts of representation and accountability;
- critically evaluate the performance and operation of EU institutions and working of its “political system” in its different historical forms;
- critically evaluate member states’ positions towards European integration, including their transformations;
- understand the process of Treaty revision and link it to the development of European integration;
- conduct research on European integration topics and be able to present it in a professional way in front of an informed audience.

6. Course Schedule

Week 1: Course Overview and Introduction

Required reading(s): No reading assigned.

Week 2: From World War to Cold War: The Origins of European Integration

Required reading(s): Green, D. M. (2010). Has Europe Solved the Problem of War? Explaining the 'Long Peace' of the Post-1945 Era. *European Review*, 18(03), 365-377.

Week 3: European Integration in the 1950s: Europe of the Communities

Required reading(s): Ramiro Troitiño David: The British Position towards European Integration: A Different Economic and Political Approach, *Baltic Journal of European Studies*, Vol. 4 No. 1, 2014, pp. 119-36.

Recommended reading: Ellison, J. R. V. (1995). *Explaining British Policy Towards European Integration in the 1950s*. Charleston, South Carolina.

Teemu Häkkinen: British parliamentary attitudes towards a supranational parliament and the Consultative Assembly of the Council of Europe, 1948–49, *Parliaments, Estates and Representation*, Vol. 38 No. 1, 2018, pp. 63-75.

Week 4: European Integration in the 1960s: Constructing the European Community, Progress and Setbacks

Required reading(s): Teasdale, A. L. (1993). The Life and Death of the Luxembourg Compromise. *JCMS: Journal of Common Market Studies*, 31(4), 567-579.

Week 5: European Integration in the 1970s: Moving out of the Gridlock?

Required reading(s): Inglehart, R., Rabier, J. R., & Reif, K. (1987). The evolution of public attitudes toward European integration: 1970–1986. *Journal of European Integration*, 10(2-3), 135-155.

Week 6: European Integration in the 1980s: Transforming the European Community towards a Single Market

Required reading(s): N. Piers Ludlow: More than just a Single Market: European integration, peace and security in the 1980s, *The British Journal of Politics and International Relations*, Vol. 19 No. 1, 2016, pp. 48-62.

Week 7: Mid-Term Exam

Week 8: Review of Mid-Term, European Integration in the 1990s: The Road towards the European Union and the Emergent European Union

Required reading(s): Neill Nugent: The Deepening and Widening of the European Community: Recent Evolution, Maastricht, and Beyond, *JCMS: Journal of Common Market Studies*, Vol. 30 No. 3, 1992, pp. 311-28.

Recommended reading: Karen Siune and Svensson, Palle: The Danes and the Maastricht treaty: The Danish EC referendum of June 1992, *Electoral Studies*, Vol. 12 No. 2, 1993, pp. 99-111.

Oliver Daddow, Gifford, Christopher and Wellings, Ben: The battle of Bruges: Margaret Thatcher, the foreign office and the unravelling of British European policy, *Political Research Exchange*, Vol. 1 No. 1, 2019, pp. 1-24.

Week 9: European Integration in the 2000s: The Unsettled European Union and Difficult Treaty Revision

Required reading(s): John Fitzgibbon: Referendum Briefing. The Second Referendum on the Treaty of Lisbon in Ireland, 2 October 2009, *Representation*, Vol. 46 No. 2, 2010, pp. 227-39.

Recommended reading: Desmond Dinan: Institutions and Governance: Saving the Lisbon Treaty – An Irish Solution to a European Problem, *JCMS: Journal of Common Market Studies*, Vol. 47, 2009, pp. 113-32.

Week 10: The Institutions and Political Actors of the European Union I: The European Commission and the European Parliament

Required reading(s): Poptcheva, E.-M. (2014). Role and election of the President of the European Commission. Brussels: European Parliamentary Research Service.

Week 11: The Institutions and Political Actors of the European Union II: The Council of the EU and the European Council

Required reading(s): Emmanuel Mourlon-Druol: Steering Europe: Explaining the Rise of the European Council, 1975–1986, *Contemporary European History*, Vol. 25 No. 3, 2016, pp. 409-37.

Week 12: Decision-Making and Policy-Making in the EU

Required reading(s): Verdun, A. (2013). Decision-Making before and after Lisbon: The Impact of Changes in Decision-Making Rules. *West European Politics*, 36(6), 1128-1142.

Week 13: The Challenges for the Present and the Future of the Process of European Integration

Required reading(s): European Commission: White paper on the future of Europe: Reflections and scenarios for the EU27 by 2025. (Brussels: European Commission).

R. Daniel Kelemen: Epilogue: A Note of Caution on Differentiated Integration, *Swiss Political Science Review*, Vol. 27 No. 3, 2021, pp. 672-81.

Week 14: Concepts and Theories of European Integration: Explaining and Understanding the Integration Process

Required reading(s): Liesbet Hooghe and Marks, Gary: A Postfunctionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus, British Journal of Political Science, Vol. 39 No. 1, 2009, pp. 1-23.

Week 15: Final Written Examination

7. Course Requirements and Grading – the course will be graded on the basis of:

Active Class Participation	40%
Mid-Term Exam	20%
Final Exam	40%
Total	100%

Active class participation (35%) purports active in-class participation. Students are expected to participate in discussions of presented themes. Students are expected to attend all classes (with a maximum of three absences per semester). **Attendance is thus compulsory and any student missing more than three full classes will fail the course unless special circumstances took place. UNYP attendance policy will be enforced in the course.** Most importantly, you are also expected to actively participate in weekly in-class reading discussions. Active and competent class participation is a crucial part of assessment of this course and counts for 30% of the final assessment. If more than three classes are missed by a student without prior excuse a deduction of points from the final active class participation assignment will follow and an extra assignment will have to be submitted.

Mid-term exam (25%) will take place during the seventh session of the course. Participants will be given an exam consisting of short answer questions and/or multiple choice questions. The aim of the test is to check that participants have understood the basic features of the readings for the first nine sessions of the course. It is not possible to retake the midterm exam or take it at another term. Students must get at least 50% of marks to pass the mid-term. If failed, an extra assignment has to be submitted. The mid-term exam may have the form of online quiz if required by the public health situation.

Final written examination (40%) will test the knowledge acquired from required readings and lectures. The exam will consist of two sections: a) 8 questions of fact to be answered briefly and b) 2 essay questions to be answered thoroughly. Materials from the entire course, including required readings, may appear on the final examination. Students must get at least 50% of points to pass the final exam. The final exam may have the form of online quiz if required by the public health situation.

Grading scale

Letter Grade	Percent (%)	Generally Accepted Meaning	Notes
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A	95-100	Outstanding work	x
A-	90-94		x
B+	87-89	Good work, distinctly above the average	x
B	83-86		x
B-	80-82		x
C+	77-79	Acceptable Work	x
C	73-76		x
C-	70-72		x
D+	67-69	Work that is significantly below average	Credits for the course will not transfer to ESC
D	63-66		Credits for the course will not transfer to ESC
D-	60-62		Credits for the course will not transfer to ESC
F	0-59	Work that does not meet the minimum standards for passing the course	No credits awarded

8. Key UNYP Policies

Attendance:

- It is your responsibility to show up to class on time. If you are late you will be marked as absent for that hour. **If you miss more than 9 (nine) hours of class for any reason, you will automatically fail the entire course. Pay strict attention to this. This class policy is standard UNYP policy.**

Academic Honesty

- The university's rules on academic dishonesty (e.g., cheating, plagiarism, submitting false information) will be strictly enforced. Please familiarize yourself with the **student honor code** or ask your instructor for clarification.
- For examinations: copying from your neighbor, communicating with another student, using a phone or anything similar will result in you failing the test or quiz.
- On written papers, properly note your sources with academic citations. Cutting and pasting from the Internet without accurately citing the source may be considered plagiarism. Students may be required to submit papers electronically, which could mean an automated check for plagiarism via the Turnitin resource. Students may also be required to defend the content of a paper orally to an instructor as a check on authorship.
- If you have questions about any of the above, please consult with the instructor.

9. General Requirements

- Students are expected to attend each class session and participate in a positive way.
- Students are expected to come to class fully prepared to discuss homework readings, projects or cases.
- Students are expected to turn in homework assignments at the beginning of the class period on the day they are due.
- Students are expected to leave their mobile phones, beepers, pagers, and so forth switched off.
- Students may not use laptops or netbooks for any reason other than taking notes.
- In the event of illness or emergency, contact your instructor *in advance* to determine whether special arrangements are possible.

10. European Credit Transfer and Accumulation System (ECTS)

- Students who complete the course will receive 6 ECTS credits, which are the equivalent of 3 American credits. (In other words, 2 ECTS credits equal 1 American credit hour.)
- Further, 1 ECTS credit corresponds to 25-30 hours of work. Thus, a 6-credit ECTS course (equivalent to a 3-credit American course) will total 150-180 projected work hours. For this course, students are expected to spend time in the following course-related activities:

Class Lectures and exams	45 hours
Reading class-related material	65 hours
Exam preparations	40 hours
TOTAL	150 hours

11. Technology Expectations

Assignments, excluding those that are carried out exclusively in class, must be completed on a computer. Students are assumed to be familiar with the use of the Internet and in particular with the gathering of data from the Worldwide Web. This will be a necessary tool for carrying out some of the course assignments (i.e., long essay or class presentations).