

Course Last Updated 4/1/2024



Understanding the European Union: Secret Superpower or Continental Cacophony?

Section I: Course Overview

Course Code: POL335

Subject Area(s): Political Science, History

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: N/A

Course Description

The course explores the transformation of contemporary Europe by the European Union and examines competing political visions for the EU's future. After surveying the historical context and dynamics which have led European nation-states to engage in a unique experiment in integration, the focus turns to topical issues shaping European politics: from the response to migration and attitudes towards migrants, to the impact of Russia's invasion of Ukraine and the cultural politics of identity experienced by contemporary Europeans. The course also examines the UK's complicated relationship with European integration: late to join the club and the first-ever member to leave, what lay behind 'Brexit' and what it means for the future of the EU and UK. Classroom activities, lectures and field studies provide the opportunity to explore European current affairs through the media and use London as a vantage point to analyze the dynamics of globalization and inter-dependence.

Learning Objectives

Upon successful completion of this course, students are able to:

- Assess the main historical background to the development of European integration from 1945 to the present day in context of the key economic, political and cultural issues.
- Explain the EU's role and influence in the contemporary world.

- Explore what culture is and its relationship to issues concerning European Identity
- Analyze a wide range of primary sources related to the European Union, including speeches and archival documents, press articles, political campaign ads and poll data.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBCz

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Media Analysis Paper - 15%

Policy Brief Presentation - 10%

Policy Brief Paper - 25%

Final Exam - 30%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Student engagement is valued in this course and should contribute to a supportive and friendly atmosphere. Students are expected to complete the readings prior to each class, and they should contribute to class discussions in an informed manner through relevant comments, questions, and analysis. Preparation assigned for a class is to be completed before that class.

Media Analysis Paper – Europe in the News (500 words - 15%): For this short assignment students will choose a recent news story about the EU or European affairs (society, politics or culture) from a quality newspaper or news magazine, such as The Guardian, The Observer, The Financial Times, The Times, The Daily Telegraph, The Independent or the Economist, the Spectator, the New Statesman or the Critic. Alternatively, students may choose a news story from an Irish newspaper, such as The Irish Independent or The Irish Times, or from an English-language version of another European paper, such as Die Zeit (Germany), El Pais (Spain) or Le

Monde (France). In most classes, press coverage of the EU and European affairs will be analyzed, so students will have the opportunity to familiarize themselves with the media landscape and receive further guidance. For the assignment students should summarize the main points of their chosen story succinctly and explain its significance for understanding European politics and society today – how do the concepts and ideas discussed in class help us to understand the events or debate more clearly? Students should also briefly comment on the article’s perspective and the nature of the publication. Students may find it useful to follow a developing story that is emerging over a period or to compare how two different news outlets cover the same story. Students should attach a copy of the story to their assignment.

Policy Brief Paper (1750 words – 25%): Students will take on the role of an advisor to the European Commission and will write a policy brief advocating for a new policy initiative. Students will need to identify a policy area of interest and develop an idea for an EU-level initiative. This will involve researching existing EU policy in a chosen area and drawing on academic articles and European institution websites. Students may also choose to use Eurobarometer opinion polls to help make the case for action. The brief should build a positive but balanced case, acknowledging potential challenges (e.g. costs or potential objections from certain stakeholders) to allow senior colleagues to decide whether to pursue it further. More information will be provided in the assessment workshop on how to prepare and structure the document, and the presentation (see below) will give students an opportunity to gain feedback on the proposed initiative before the final writing stage. The Policy Brief will be 1750 words, including a 250-word executive summary.

Policy Brief Presentation (5 mins – 10%): Each student will deliver a presentation lasting a maximum of 5 minutes followed by a Q&A and feedback from the lecturer. Please use no more than 6 slides, with the emphasis on visual material. The presentation should include: a brief introduction of the selected policy area, an explanation of existing EU policies that have been identified in the area, an explanation of the initiative being proposed and why it is worth pursuing; sources being used/planned to use. It is not expected that the brief will be fully researched at this stage; this is an opportunity for the student to outline ideas and explain how they plan to proceed. Questions from the audience and feedback from the lecturer will help the student to develop ideas and research further.

Final Exam (30%): The final exam (2.5 hours) will be a written exam taken in the final class of the semester. The exam paper consists of two sections: 1) short answer questions on key concepts, and 2) two essays chosen from a list of questions based on themes covered in the course. Further guidance will be provided in class and on CANVAS.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

The assigned field component(s) are:

- Churchill War Rooms

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Readings

Dinan, D. (2014). *Origins and evolution of the European Union*. Oxford: Oxford University Press.

McCormick, J. (2023). *Understanding the European Union: A concise introduction*. London: Bloomsbury Academic.

Pinder, J., & Usherwood, S. (2018). *The European Union: A very short introduction*. Oxford: Oxford University Press.

Recommended Reading(s)

Issues in European Politics

Isabelle Hertner Centre-left parties and the European Union: power, democracy and accountability. (Manchester University Press. 2018)

Charlotte Galpin The Euro Crisis and European Identities: Political and Media Discourse in Germany, Ireland and Poland (Palgrave MacMillan. 2017)

Amelia Hadfield et al. Foreign Policies of EU Member States (Routledge. 2016)

Yvette Peters & M. Tatham Democratic Transformations in Europe (Routledge. 2016)

Rebecca Adler-Nissen Opting Out of the European Union: Diplomacy, Sovereignty and European Integration (Cambridge University Press. 2014)

Ulrich Beck German Europe (Polity Press. 2013)

Anne Applebaum Iron Curtain: The Crushing of Eastern Europe 1944-1956 (Doubleday Books. 2012)

D. Dorling & S. Tomlinson Rule Britannia: Brexit and the end of empire (Biteback. 2019)

Leruth, Startin & Usherwood The Routledge handbook of Euroscepticism (Routledge 2018)

M. Caiani & S. Guerra, (eds.) Euroscepticism, democracy and the media: communicating Europe, contesting Europe (Palgrave Macmillan. 2017)

Lauren McLaren Identity, Interests and Attitudes to European Integration (Palgrave Macmillan. 2006)

Heather Grabbe The EU's Transformative Power. Europeanization Through Conditionality in Central and Eastern Europe (Palgrave Macmillan. 2006)

Jacques Pelkmans European Integration. Methods and Economic Analysis (Palgrave Macmillan. 2006)

Jeremy Rifkin The European Dream – how Europe's vision of the future is quietly eclipsing the American Dream (Polity. 2004)

S. Lavenex & E.M. Uçarer Migration and the Externalities of European Integration (Lexington. 2003)

Vivien A. Schmidt The Futures of European Capitalism (Oxford University Press. 2002)

Liesbet Hooghe & Gary Marks Multi-Level Governance and European Integration (Rowman & Littlefield. 2001)

NB The CEA CAPA Resource Centre holds many of these texts for you to consult.

Journals

The Conversation: free-to-access online journal with short articles written by academic experts on a wide range of subjects (including over 1600 articles on Brexit!)

LSE EUROPP: free-to-access blog with short articles written by academic experts on European politics and policies.

European Economy: Official Commission publication containing economic papers most of which have been commissioned and used by the Commission.

Agence Europe: This is a daily news bulletin mainly devoted to EU news. There is no better printed source on developments in the EU.

Agence Europe Documents: Contain full texts of important speeches, communiqués and documents both from the EU and from other Western multilateral organisations, including NATO

Euro-flash: Bibliographical source especially for European Journals with articles on issues related to the EU.

The Official Bulletin: This is an official summary of developments in the EU month by month. Use the index to find information relevant to the issues that concern you.

Journal of Common Market Studies

Political Quarterly

Journal of European Political Economy

Journal of European Integration History

The Review of International Political Economy

Working Papers of the European University Institute

International Affairs: Journal of the Royal Institute of International Affairs (Chatham House).

West European Politics

Useful websites

www.europa.eu Official website of the EU

<https://europa.eu/eurobarometer/screen/home> Detailed opinion polling from across the EU

<http://www.europarl.org.uk/index.htm>

www.euronews.com

www.euobserver.com

www.voxeu.org

www.social-europe.eu

www.ukandeu.ac.uk UK in a Changing Europe thinktank

<http://www.guardian.co.uk/uk/britishidentity> Guardian Newspaper Online: What is Britain?

Podcast:

BBC Radio 4 series 'Brexit: a love story' (25 x 15 mins).

Course Calendar

| | |
|--------------------------|--|
| Session 1 | |
| Topics | INTRODUCTION TO THE COURSE/ LECTURE 'IMAGINED COMMUNITIES' |
| Activity | Discussion/ Lecture |
| Readings and Assignments | Readings: McCormick (2014) Understanding the European Union; Chapter 2, 'The Idea of Europe' |

| | |
|--------------------------|---|
| Session 2 | |
| Topics | THE ROAD TO ROME: REBUILDING EUROPE AFTER WWII / VISIT TO THE CHURCHILL WAR ROOMS |
| Activity | Lecture Churchill War Rooms discussion |
| Readings and Assignments | Readings: Usherwood & Pinder (2018) The European Union; Chapters 1 and 2 pp.1-33. |

| | |
|------------------|--|
| Session 3 | |
| Topics | THEORIES OF EUROPEAN INTEGRATION/ SCREENING: 'THE POISONED CHALICE' |

| | |
|--------------------------|--|
| Activity | Student-led press analysis/ Seminar discussion/ Documentary screening |
| Readings and Assignments | Readings: D. Dinan (ed.) Origins and Evolution of the European Union (2014); chapter 15. |

| | |
|--------------------------|---|
| Session 4 | |
| Topics | BRITAIN AND EUROPE/ LECTURE: 'FROM EEC TO EU' |
| Activity | Student-led press analysis/ Seminar discussion/ Lecture |
| Readings and Assignments | Readings: Dinan Chapter 1 |

| | |
|--------------------------|--|
| Session 5 | |
| Topics | EUROPEAN IDENTITY AND DEMOCRATIC LEGITIMACY/ LECTURE: 'THE SINGLE MARKET AND CAP' |
| Activity | Student-led press analysis/ Seminar discussion/ Lecture |
| Readings and Assignments | Readings: Dinan Chapter 2 |

| | |
|--------------------------|--|
| Session 6 | |
| Topics | POLICY-MAKING SIMULATION/ LECTURE 'THE EU AS AN INTERNATIONAL ACTOR' |
| Activity | Student-led press analysis/ Policy-making simulation/ Assessment workshop/ Lecture |
| Readings and Assignments | Readings: Usherwood & Pinder (2018) The European Union; chapters 3, 5 and 6. |

| | |
|------------------|----------------------|
| Session 7 | |
| Topics | Midterm Break |

| | |
|--------------------------|--|
| Session 8 | |
| Topics | STUDENT PRESENTATIONS ON THE POLICY BRIEF |
| Activity | Student presentations (5mins+Q&A) |
| Readings and Assignments | |

| | |
|--------------------------|--|
| Session 9 | |
| Topics | THE EU AND RUSSIA'S WAR IN UKRAINE/ LECTURE 'FREE MOVEMENT AND FORTRESS EUROPE' |
| Activity | Student-led press analysis/ Seminar discussion/ Lecture |
| Readings and Assignments | Readings: McCormick Chapter 3 |

| | |
|--------------------------|--|
| Session 10 | |
| Topics | FILM SCREENING 'WHEN PAUL CAME OVER THE SEA' PLUS Q&A WITH THE DIRECTOR JAKOB PREUSS (TBC) |
| Activity | Student-led press analysis/ Documentary screening and Q&A with the director |
| Readings and Assignments | Readings: Usherwood & Pinder (2018) The European Union; chapter 7 'An Area of Freedom, Security and Justice' |

| | |
|--------------------------|--|
| Session 11 | |
| Topics | THE SINGLE CURRENCY/ LECTURE 'EUROSCEPTICISM AND BREXIT' |
| Activity | Student-led press analysis/ Lecture and discussion/ Lecture |
| Readings and Assignments | Readings: Usherwood & Pinder (2018) The European Union; pp.61-68 |

| | |
|--------------------------|---|
| Session 12 | |
| Topics | EUROSCEPTICISM AND THE BREXIT REFERENDUM |
| Activity | Student-led press analysis/ Seminar discussion/ Lecture |
| Readings and Assignments | Readings: McCormick Chapter 4 |

| | |
|--------------------------|--|
| Session 13 | |
| Topics | COURSE REVIEW/ REVISION WORKSHOP |
| Activity | Discussion/ Revision workshop for the final exam |
| Readings and Assignments | Readings: Dinan Chapter 5 |

| | |
|-------------------|--------------------------|
| Session 14 | |
| Topics | FINAL EXAM Review |

| | |
|-------------------|------------------------------|
| Session 15 | |
| Topics | FINAL EXAM (IN CLASS) |

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.