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EU Integration: Theories, Institutions & Issues

UNH Course Code: POL340

Subject Areas: Political Science, International Relations, and Economics

Level: 300

Prerequisites: None

Language of Instruction: English

Contact Hours: 45

Credits: 3

Description:

The growing economic and political integration of Europe is making decision-making processes at both national and supranational level increasingly intertwined. As the European Union (EU) is neither a state nor a federation, but rather an organization of a unique kind, the transfer of national prerogatives to the supranational level raises a series of questions such as: a) how do decisions taken at the EU level influence national ones and vice versa?; b) which theoretical approaches help us to grasp the ongoing process of integration?; c) what are the consequences of EU enlargement for both existing institutions as well as for democratic legitimization?

Part I of the course will examine the origins and development of European integration, the main theories behind the process of integration, the institutional structure of the European Union and the specific economic and political areas of inter-state cooperation. Part II will focus on some of the most relevant issues surrounding contemporary debates on European integration. Major issues facing EU members today such as the so-called democratic deficit, European Governance, and EU enlargement will all be considered.

Learning Objectives:

- to trace, critically analyze and explain the process of European integration both from a historical and a political science perspective
- to compare and contrast the US political system with the EU hybrid political system in order to highlight points of convergence and divergence
- to show a capacity for synthesis as regards the politics and the institutions of the process of European integration and of the EU itself
- to understand the key concepts used in traditional European integration studies
- to demonstrate an appropriate use of political vocabulary when referring to European Union integration process
- to develop critical skills useful in the understanding of the EU
- to understand the day-by-day functioning of the most relevant European institutions
- to develop further university level research skills in essay presentation, library source searches and critical thought

Instructional Format:

The format of the course will be based around weekly lectures. Each lecture will present a coherent set topic with prescribed readings. Lecture format will be integrated with slides, active use of Internet web pages, student presentations, work groups, special activity and some field studies.

All classes will begin with a brief review of the key ideas of the previous session. It is assumed that you will come to class well-prepared and are expected to actively participate in class discussions. You must complete the readings before the date for which they are listed in the course outline. Once per semester each student must offer a short presentation to fellow classmates based on the scheduled reading. This summary (5-10 minutes) will sketch out the main arguments contained in the readings. These presentations will have previously been assigned by the course instructor at the beginning of the course. You must attend a pre-presentation tutorial to guarantee the quality of your intervention in class. The course instructor will then use the presentation as a springboard to elaborate further on the material prepared for that class and depending on the session in hand will complement in-class lectures with organized debates, group exercises, student *exposés*, documentary films, extensive outside readings and a research paper.

As European integration is an ongoing process, you will be required to discuss contemporary developments in European integration in light of the theories and concepts studied in class. At the beginning of the course, you will be grouped. With a partner, you will choose a specific topic (among the topics covered by the 36 General Directorates (DGs) which form the European Commission) and will follow the functioning of the selected DG throughout the course. A final formal presentation (Power Point Presentation) will be due where you will openly debate the activity of the main European Commission DGs.

Form of Assessment:

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.

Class Participation	10%
In-Class Presentation	10%
Quizzes	10%
Power Point Presentation	20%
Mid-Term Exam	25%
Final Exam	25%

Class Participation (10%): When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	B/B+ 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C 7.40-76.90
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D+/C- 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	D-/D 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F Below 6.00

In-Class Presentation (10%): You will be asked to present and introduce to your fellow classmates, at least, one reading from the reading list. This ice-breaker presentation will be discussed with the course instructor in an obligatory tutorial prior to the session and is designed to present in synthesis the most important ideas or debates which surround the session in hand. Both content and form will be taken into account.

Quizzes (10%): You will be spot-tested twice throughout the course (once during the first half of the semester and once again a month after the midterm exam). These tests will consist in 5-10 short questions based on the course itself and will be discussed *a posteriori* in class.

Power Point Presentation (20%): By using the EU Commission's official web pages (General Directorates belonging to the European Commission), you are asked to introduce and explain to fellow classmates the functioning and the ongoing agenda of some of the most relevant General Directorates which form the European Commission. At the beginning of the course, you will be grouped. Each group will have to negotiate the choice of the selected DG with the course instructor who will provide some feedback on the choice.

Mid-Term and Final Exams (25%+25%): The mid-term and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

The mid-term examination will be used to allow you to divide your study time into two separate halves. The written midterm examination will cover the first seven weeks of the semester whilst the final examination will only cover material presented and discussed in the second half of the course. Optional questions of a comparative cross-cultural nature will be offered in the final section of both exams.

CEA Attendance Policy:

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Required Readings:

The required course textbook listed below is available for purchase at the local bookstore. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy.

CINI, Michelle. (eds), 2006. *European Union Politics*, Oxford: OUP.

Periodical literature, articles, documents, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive. You will be required to use these resources throughout your studies.

Recommended Readings (to be selected and assigned throughout the semester): Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

- Complementary references (books):

BEN, R., 2000, *Theories of European Integration*, (Introduction) New York: St. Martin Press

BOMBERG, E. and Stubb, A., 2003, *The European Union: How Does it Work*, Oxford: OUP.

MORAVSČIK, A., 1998, *The Choice for Europe*, London: UCL Press.

PINDER, J., 1998. *The Building of the European Union*, third edition, Oxford University Press, Oxford.

POLLACK, M. A., 2002, *The Engines of European Integration: Delegation, Agency, and Agenda-Setting in the EU*, Oxford: OUP.

RICHARDSON, J. (ed) 2001. *European Union: Power and Policy-making*, second edition, London: Routledge.

WALLACE, H and W Wallace (eds) 2000. *Policy-making in the European Union*, fourth edition, Oxford: Oxford University Press

- Complementary references (thematic articles and reviews):

Churchill (pp.7-11); Schuman (pp.13-14); Preambles to Treaties of Rome (pp.15-17) and Monnet (pp. 19-26) all reprinted in Brent F. Nelsen and Alexander C-G Stubb, 1998. *The European Union: Readings on the Theory and Practice of European Integration*. Second Edition, Boulder: Lynne Rienner Publishers.

EUROPEAN COMMISSION, 2001, *The White Paper on European Governance*, COM, 2001

HABERMAS, J., 2001, So Why Europe need a Constitution ?, in *New Left Review* 11, Sept-Oct 5-26

MORAVCSIK, A. 1995, Liberal Intergovernmentalism and Integration: A Rejoinder, *Journal of Common Market Studies*, 33: 611-28

NORRIS, P., 1997, Representation and the Democratic Deficit, in *European Journal of Political Research* 32, pp.273-282

PETERSON, J., and E. BOMBERG, 1999, *Decision Making in the European Union, Chapter 5: the Common Agricultural Policy*, New York: St. Martin's Press

PETERSON, J., and E. BOMBERG, 1999, *Decision Making in the European Union, Chapter 7: Environmental Policy*, New York: St. Martin's Press

PIERSON, P., 1996, The Path to European Integration: a historical Institutional Analysis, pp. 295-321, reprinted in Brent F. Nelsen and Alexander C-G Stubb, 1998.

SCHARPF, F.W., 1996, *Economic Integration, Democracy and the Welfare State*, Max Planck Institute for the Study of Society (MPIfG) Working Paper 96/2, July 1996

STRANGE, S., 1998, Mad Money: When markets Outgrowth Governments. pp.66-77, The University of Michigan Press (Chapter 4: Political Underpinning, Disunited Europe)

SVERDRUP, U., 2002, An Institutional perspective on treaty reform: contextualizing the Amsterdam and Nice Treaties, *Journal of European Public Policy* 9:1, 120-140

Charter on basic Right and European Constitution (available on the web)

The European Union: Readings on the Theory and Practice of European Integration. Second Edition, Boulder: Lynne Rienner Publishers.

THOMAS, D., *Europe's Constitutional Crisis in Historical Perspective*, Newsletter of the European Union Center, University of Pittsburg, Fall 2005

Online Reference & Research Tools:

- Institutional Internet Links
 - European Council (<http://www.ue.eu.int/en/info/eurocouncil>)
 - The Council's Secretariat General Internet website (www.ue.eu.int)
 - The Commission's own website (www.europa.eu.int/comm)
 - The European Voice newspaper (www.european-voice.com)
 - European Policy Centre (www.theepc.be)
 - Commission's webpage on the Convention (http://europa.eu.int/futurum/index_en.htm)
 - The Parliament website (www.europarl.eu.it)
 - The Economic and Social Committee's website (www.europa.esc.eu.int)
 - The Committee of Regions website (www.europa.cor.eu.int)

- Other useful links
 - Celebrating 50 years of Europe (http://europa.eu/50/index_en.htm)
 - Eurobarometer – public opinion polls in the EU (http://ec.europa.eu/public_opinion/index_en.htm)
 - Selection of analyses and reports (www.euobserver.com)
 - Transitions online (formerly Central Europe Review) (www.tol.cz)
 - University of Leiden - EU History Site - Home Page - <http://www.eu-history.leidenuniv.nl/index>
 - European Navigator from *Centre Virtuel de la Connaissance sur l'Europe*
<http://www.ena.lu/mce.cfm>

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Course Content

Session	Topic	Activity	Student Assignments
1	Introduction - Presentation of the syllabus, the course and the defining concepts	- Personal and academic presentations. - General overview of course framework and bibliography	<ul style="list-style-type: none"> • Distribute oral presentations: subject, date • Distribute DGs for the final PP presentation: subject, partner, date • Prepare reading for next class
Module 1: EUROPE, EUROPEANS AND THE EU – KEY FACT AND OVERVIEW			
2	Europe, the Europeans and the EU - The concept of Europe - Who are Europeans? - The European Union 1957-2007: 50 years building Europe	- Review of the main socioeconomic variable for Europe and the EU - The EU in a nutshell - Lecture and discussion	<ul style="list-style-type: none"> • EUROPEAN COMMISSION, <i>EU integration seen through statistics: Key facts of 18 policy areas</i>, 2006; • EUROPEAN COMMISSION, <i>Europe in 12 Lessons</i>, by Pascal Fontaine, 2006 (review of CH.1-4)
3	Europe: The Old Continent - Where do we come from? - Common grounds and dividing heritage - The European culture - The origin of nation states - Origins, ideals, values, obstacles, opportunities	- Student oral presentation - Review Churchill, Schuman and Monnet text - Debate: <i>What is Europe?</i>	<ul style="list-style-type: none"> • Churchill (pp.7-11); Schuman (pp.13-14); Preambles to Treaties of Rome (pp.15-17) and Monnet (pp. 19-26) • EUROPEAN COMMISSION, <i>Europe in 12 Lessons</i>, by Pascal Fontaine, 2006 (review CH.5-8)
4	What Does the EU Do? The EU at a Glance - The EU as a hybrid institutional solution - How does the EU work? - What does the EU do? (policies and sectors)	- Student oral presentation - Review Fontaine text. - Introduction to <i>Module 2</i> - Introduction to European Commission General Directorates	<ul style="list-style-type: none"> • EUROPEAN COMMISSION, <i>Europe in 12 Lessons</i>, by Pascal Fontaine, 2006 (CH.9-12) • The Commission's own website www.europa.eu.int/comm • EUtube http://www.youtube.com/eutube
Module 2: THE EUROPEAN INTEGRATION – THEORETICAL ISSUES AND PERSPECTIVES			
5	Introduction to the Theoretical Debate - The origin of the studies on the EU - IR and political sciences - The classical debate: -Realist vs functionalist	- Review of McCormick text - Student oral presentation - Lecture and discussion	<ul style="list-style-type: none"> • McCormick, <i>Understanding the European Union</i>, Chapter 1 • Account by Paul M. G. Lévy on the creation of the European flag: http://www.ena.lu?lang=1&doc=20734

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6	The New Integration Theories - Realism and Neofunctionalism today - The new emerging theory - Globalization and the decline of nation state	- Review Rosamond text - Oral presentation - Lecture and discussion	<ul style="list-style-type: none"> Rosamond, B., <i>New Theories of European Integration</i>, in Michelle Cini, 2007, <i>European Union Politics</i>, Oxford University Press
7	The EU as a Multilevel Governance Arena - The notion of Multilevel Governance as new paradigm - Nations and Regions within the EU	- Review Hooghe and Marks text - Student oral presentation - Lecture and discussion	<ul style="list-style-type: none"> HOOGHE, L. and J. MARKS, 2001, <i>Multilevel Governance and European Integration</i>, Loangham: Rowman and Littlefield. (Introduction)
8	The EU as a Political System - The polity in the EU - Political Parties in the EU	- Review Simon text - Student oral presentation - Lecture and discussion - Introduction to Module 3	<ul style="list-style-type: none"> HIX SIMON, 2005, <i>Introduction: Explaining the EU Political System</i> The Parliament website www.europarl.eu.it • • Prepare for Quiz 1 (session 9)
MODULE 3. THE EU. THE TREATY FRAMEWORK, THE INSTITUTIONS AND THE POLICY MAKING			
9	The Evolving Treaty Framework - From Rome to Lisbon: The treaties of the EU - The historical process of the treaty	QUIZ 1: The EU and the process of Integration - Review Desmond text - Student oral presentation - Lecture and discussion	<ul style="list-style-type: none"> DINAN, DESMOND, <i>The European Integration Process</i>, in Hay, C. and Anand Menon, <i>European Politics</i>, 2007, Oxford University Press The road to the institutional reforms http://europa.eu/institutional_reform/chronology/index_en.htm#top
10	The Institutions of the EU (1): Introduction - The EU as a unique institutional system - Description of the main EI institution - 1 st , 2 nd and 3 th Pillars	- Results of Quiz 1 - Review Kassim article - Student oral presentation - Lecture and discussion	<ul style="list-style-type: none"> HUSSAIN KASSIM, <i>The Institutions of the EU</i>, in Hay, C. and Anand Menon, <i>European Politics</i>, 2007, Oxford University Press
11	The Institutions of the EU (2) - The Institutional Triangle - The equilibrium between the EP, the EC and the European Council - The Community Method	- Review Wallace text - Student oral presentation - Lecture and discussion	<ul style="list-style-type: none"> WALLACE, H., 2000, <i>The Institutional Setting</i> (Chapter 1). Pp. 3-37, in Helen Wallace and William Wallace, eds., 2000. <i>Policy Making in the European Union</i>. Oxford and New York: Oxford University Press;

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Session	Topic	Activity	Student Assignments
12	The Institutions of the EU (3): the European Commission - The EC as the agenda setter - The role of the EC within the EU polity -The EC's DGs	- Review Peters reading - Student oral presentation - Lecture and discussion - Review of the main DGs	<ul style="list-style-type: none"> • John Peters, <i>The College of Commissioners</i>, in J.Peters and m. Shackleton, 2006, <i>The Institutions of the EU</i>, Oxford University Press • Commission's webpage on the Convention:http://europa.eu.int/futurum/index_en.htm
13	Mid-Term Exam Review	- Course review - DGs presentation tutorials	<ul style="list-style-type: none"> • Prepare questions and doubts for mid-term exam • Tutorial for pre-approval of DGs power point presentations • Commission's webpage on the Convention: http://europa.eu.int/futurum/index_en.htm
14	MID-TERM EXAM	Mid-term exam	
MODULE 4. THE EU AND CONTEMPORARY DEBATE – SELECTED POLICIES AND KEY ISSUES			
15	EMU and the Euro in the Context of Globalization - The EU as an economic system - Trade and Monetary Policy - The Euro and the US dollar	- Midterm exam results and discussion - Review of Menon text - Student oral presentation	<ul style="list-style-type: none"> • Grahame F. Thompson, <i>Economic Management in the EuroZone</i>, in in Hay, C. and Anand Menon, <i>European Politics</i>, 2007, Oxford University Press
16	The Common Market A common market for 490 million of consumers	- Review of EC reading - Duties and responsibilities of an European consumer - Debate: are we sovereign as consumers?	<ul style="list-style-type: none"> • EUROPEAN COMMISSION, 2007, A single market for 21st century Europe • La protección de los consumidores en la UE: http://europa.eu.int/comm/consumers/cons_info/10principles_en.htm

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Session	Topic	Activity	Student Assignments
17	The EU budget and the Lisbon Agenda - How does the EU finance herself? - Limited budget but strong influence in the era of regulation	- Review selected reading - Student oral presentation - Lecture and discussion	<ul style="list-style-type: none"> The budget at a glance: http://ec.europa.eu/budget/budget_glance/index_en.htm EC, 2005 <i>Facing the challenge: The Lisbon strategy for growth and employment</i> http://europa.eu.int/comm/lisbon_strategy/index_en.html
18	Cohesion Policies and Inequality within the EU - Internal socioeconomic disparities within the EU; - Structural Funds - Financial Perspectives 2007-2013	- Review Bourne reading - Student oral presentation - Lecture and discussion	<ul style="list-style-type: none"> ANGELA K. BOURNE, 2007, Regional Europe, in Michelle Cini, 2007, <i>European Union Politics</i>, Oxford University Press EC, 2007 – 4th Report on Cohesion (Prof. danuta Hubner) http://ec.europa.eu/regional_policy/sources/docoffic/official/reports/cohesion4/doc/4cr_en.pps
19	The Democratic deficit (1) Prof. Andrew Moravcsik’s video lecture at Princeton, July 2007	Introduction to the debate and the video	<ul style="list-style-type: none"> Andrew Moravcsik’s video lecture at Princeton, July 2007
20	The democratic deficit (2) - The contestable notion of democracy - The EU compared to other relevant democracies	- Review Moravcsik reading - Debate on the video presented in the last session - Student oral presentation	<ul style="list-style-type: none"> MORAVCSIK, A., 2002, <i>In Defense of the Democratic Deficit: Reassessing the Legitimacy of the European Union</i>, Journal of Common Market Studies 40 (4)
21	Delegation EU Commission in Barcelona	Field Study Delegation EU Commission in Barcelona	
22	The EU Constitutional Draft - A constitution for Europe? - The process of ratification - 2005 France and the Netherlands say “No” to the Constitution	- Review of Church and Phinnemore reading - Student oral presentation - Lecture and discussion	<ul style="list-style-type: none"> CLIVE CHURCH and DAVID PHINNEMORE, 2007, <i>The Rise and Fall of the Constitutional Treaty</i>, in Michelle Cini, 2007, <i>European Union Politics</i>, Oxford University Press Treaty establishing a Constitution for Europe http://eur-lex.europa.eu/JOHtml.do?uri=OJ:C:2004:310:SOM:EN:HTML Prepare for Quiz 2 (session 23)

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Session	Topic	Activity	Student Assignments
23	The EU and Culture: Street Artists - Culture and Arts in the EU - How do the EU regulate street artists? - national traditions, national differences	- QUIZ 2: Relevant issues of the EU today - Review of the selected reading - Student oral presentation - Lecture and discussion - Debate: street artists in the <i>Ramblas</i>	<ul style="list-style-type: none"> EUROPEAN PARLIAMENT, 2007, <i>Street Artists in Europe</i>, Policy Department Structural and Cohesion Policies
24	The EU and the Enlargement - To what extent can the EU be enlarged? - The candidate countries - Who's next?	- Quiz 2 results and discussion. - Review of Barnes reading - Student oral presentation - Debate: what boundaries for Europe?	<ul style="list-style-type: none"> Ian Barnes and Pamela Barnes, 2007, <i>Enlargement</i>, in Michelle Cini, 2007, <i>European Union Politics</i>, Oxford University Press
25	SPECIAL SESSION: Testing Your Knowledge about the EU	- Official Quiz from the EU Presidency - Preparing the PPT session	<ul style="list-style-type: none"> http://www.eu2008.si/en/The_Council_Presidency/quiz/quiz_startseite.html
26	PPT Presentation on the Functioning of the DGs	Presentation, debate and discussion	A group will present the chosen DG to fellow students
27	PPT Presentation on the Functioning of the DGs	Presentation, debate and discussion	A group will present the chosen DG to fellow students
28	Environment and Energy - The EU strategy for environment - The energetic deficit of the EU	- Review Peterson and Bomberg text - Student oral presentation - Lecture and discussion	<ul style="list-style-type: none"> PETERSON, J., and E. BOMBERG, 1999, <i>Decision Making in the European Union, Chapter 7: Environmental Policy</i>, New York: St. Martin's Press
29	Summing up Session	Review and summing up of the course content	<ul style="list-style-type: none"> Prepare review for final exam
30	FINAL EXAM	FINAL EXAM	<ul style="list-style-type: none">