

Political Science 3343G
European Union: The Politics of Integration
Winter 2018

Professor Bruce Morrison

SSC 4137

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Office hours: Wednesdays 2-3, Thursdays 10-11, or by appointment

Course Description: European integration has been far from merely economic in character. It has been driven substantially by politics, and suffused with politics at all levels and stages. This course will survey the sources in history of European integration, the main theories accounting for its emergence in the aftermath of the Second World War, and the institutions that have resulted from these developments. How these institutions have changed over time, and whether these changes tend in a state-like and/or democratic direction, will also be addressed. Institutional development will not be assumed, however, and so we will pay close attention to the complexity of change in the post-WWII era, and therefore also to the prospects for stagnation, reversal or advancement in response to the recent financial crisis in Europe. Furthermore, the course will examine how policy is made and implemented within the European Union, and the kinds of policy that have been generated by the EU over the years. Broadly speaking, we will try to determine whether the EU is primarily a neo-liberal phenomenon emphasizing the release of market energies, a budding social democracy, or something in between. We will pay particular attention to monetary integration, asking whether the euro works, and whether it is likely to survive the serious challenges it is facing at the moment. We will also examine the refugee crisis in the context of the development of the EU's common border and external policies, and raise the question of whether Brexit suggests that enlargement is not a one-way street.

Learning Outcomes:

Participants will:

- (a) acquire a detailed and theoretically informed understanding of the historical development of the European integration project and its relationship to such key events as the Second World War, the Cold War, and German reunification;
- (b) gain an understanding of the major institutions associated with European integration, their degree of novelty and the degree to which they are capable of successful interaction;
- (c) become capable of linking integration with key policies, such as the common agricultural policy, the construction of the single market, and the currency union;
- (d) learn to critically assess the character and implications of the integration process, including the strengths and weaknesses of a national/supranational hybrid and the prospects for its persistence over time;

Prerequisite:

Political Science 2245E or 2231E.

Course Requirements and Evaluation:

- (a) two short papers, two pages each (15% total)
- (b) 12-page research paper, with proposal (40%)
- (c) three-hour final exam (35%)
- (d) consistent and well-informed participation (10%)

Required Textbook (available for purchase at the bookstore, also on reserve):

Ian Bache, Simon Bulmer, Stephen George and Owen Parker, *Politics in the European Union* (Oxford University Press, 2015 [4th Edition]).

**Attendance is required for success in this course. Those failing to attend at least ten sessions without cause may not be permitted to write the final exam.

**Electronic devices will be permissible only for the purpose of note-taking and any other class-related activities. Disruptive use of these devices will not be permitted.

Course Readings

Introduction (January 10)

No required readings.

Early Postwar Europe and the Traditional Explanatory Approaches (January 17)

Bache et al., chapters 1 and 5.

Ernst B. Haas, "The Uniting of Europe: Political, Social and Economic Forces 1950-57," in Mette Eilstrup-Sangiovanni, ed., *Debates on European Integration: A Reader* (Palgrave 2006), pp. 105-16.

From the Treaty of Rome to the Single European Act (January 24)

Bache et al., chapters 6-8.

JB Duroselle, "General de Gaulle's Europe and Jean Monnet's Europe." *World Today* vol. 22, no. 1 (1966), pp. 1-12.

From Maastricht to Lisbon (January 31)

Bache et al., chapters 9 and 10.

Ece Ozlem Atikcan, *Framing the European Union: The Power of Political Arguments in Shaping European Integration* (Cambridge University Press, 2015), chapter 5.

Theoretical Reflections (February 7)

Mark Gilbert, "Narrating the Process: Questioning the Progressive Story of European Integration." *Journal of Common Market Studies* vol. 46, no. 3 (2008).

Andrew Glencross, "Altiero Spinelli and the Idea of the US Constitution as a Model for Europe: The Promises and Pitfalls of an Analogy." *Journal of Common Market Studies* vol. 47, no. 3 (2009).

Bache et al., chapter 4.

****First short paper due February 7, at beginning of class**

Commission and Council (February 14)

Bache et al., chapters 12-14.

Parliament, Parties, and Democracy (February 28)

Bache et al., chapters 15 and 3 (pp. 52-9).

Andreas Follendal and Simon Hix, "Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik." *Journal of Common Market Studies* vol. 44, no. 3 (September, 2006).

Erik Oddvar Eriksen and John Erik Fossum, "Democracy Through Strong Publics in the European Union?" *Journal of Common Market Studies* vol. 40, no. 3 (September, 2002).

****Second short paper due February 28, at beginning of class**

The European Judiciary (March 7)

Bache et al., chapters 2 (pp. 24-30), and 16.

Karen J. Alter and R. Daniel Kelemen, "Understanding the European Court's Political Power," and Jeremy Rabkin, "A Strange Institution," in Hubert Zimmerman and Andreas Dur, eds., *Key Controversies in European Integration* (Palgrave, 2016), pp. 80-96.

EU Governance, Interests, and Identity (March 14)

Bache et al., chapter 2 (pp. 30-40), 3 (pp. 44-52), and 17.

Nathaniel Copsey, *Rethinking the European Union* (Palgrave, 2015), chapter 2.

Policy-Making, Common Agricultural Policy, and the Single Market (March 21)

Bache et al., chapters 18-20.

****Research paper proposal due March 21, at beginning of class**

Economic and Monetary Union (March 28)

Bache et al., chapters 11 and 21.

Paul Krugman, "Eurotrashed." *The New York Times Magazine* (January 12, 2011).

Matthias Matthijs, "Mediterranean Blues: The Erosion of Democracy in Southern Europe." *Journal of Democracy* vol. 25, no. 1 (January 2014).

Enlargement, Brexit, and Common Foreign and Security Policy (April 4)

Bache et al., chapters 26, 27, and Brexit Supplement.

Ann Pettitfor, "Brexit and its Consequences." *Globalizations* vol. 14, no. 1 (2017), pp. 127-32.

****Research paper due April 4, at beginning of class**

Cohesion, Environment, and Common Borders (April 11)

Bache et al., chapters 22-24.

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

http://counselling.ssc.uwo.ca/procedures/having_problems/index.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. http://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.