

**PSC 499**  
**Politics of the European Union**  
**Fall 2011**

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## **1 Class Information:**

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| ⇒ <b>Instructor:</b> Nicholas P. Nicoletti  | ⇒ <b>Instructor:</b> Brian Hardt                 |
| ⇒ <b>Office:</b> 511 Park Hall  | ⇒ <b>Office:</b> 511 Park Hall                   |
| ⇒ <b>Phone Number:</b> (716) 645-8447   | ⇒ <b>Phone Number:</b> (716) 645-8447            |
| ⇒ <b>Email:</b> npn@buffalo.edu   | ⇒ <b>Email:</b> bdhardt@buffalo.edu              |
| ⇒ <b>Class Time:</b> Thursday 5:30 - 8:20   | ⇒ <b>Class Time:</b> Thursday 5:30 - 8:20        |
| ⇒ <b>Room:</b> 425 Park Hall  | ⇒ <b>Room:</b> 425 Park Hall                     |
| ⇒ <b>Office Hours:</b> Wednesday 1:00 pm - 2:30 pm AND Thursday 1:00 pm - 2:30 pm | ⇒ <b>Office Hours:</b> Tuesday 4:00 pm - 6:00 pm |

## **2 Course Description:**

The European Union (EU) member states have pooled their sovereignty in a way that is historically unique. We will literally be examining “history in the making”. This class aims to provide a clear, systematic, and comprehensive introduction to the government and politics of the (EU). There have been several major developments to the European Union (formerly the European Coal and Steel Community) since the Robert Schuman Plan was unveiled in 1950. Among some of the developments that will be explored are the addition (or potential addition) of new members, the expansion of the Eurozone, EU political economy, and policy advancements in market integration, justice and home affairs, and foreign and defense policies. This class will be broken up into five parts: (1) Historical Evolution, (2) Major Treaties, (3) Major Institutions, (4) EU Policy, Political Economy, and Policy Process, and (5) The Future of the EU. This class will also prepare students to take part in the 2012 SUNY Model European Union Simulation held in Exeter, UK.

## **3 Course Expectations:**

I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day!**

Moreover, the readings are theoretically and analytically rigorous. Simply put, many of them are difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class.

This is an independent study and this means that class time will be dedicated to discussion not lecture. Participation is worth 20% of your grade and *simple attendance is not good enough*. You are required to *comment on the readings, answer and/or ask questions, and give mini-presentations* on

the readings during this class. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. **If you do not participate you will not be able to earn a major portion of your grade.**

I expect that the following classroom norms will be followed in our class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, or typing assignments for other courses during this class. Cell Phones should remain off at the start of class. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at our discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is necessary but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

We expect a lot from students in our class, so you ought to expect something from us. You can expect us to come to class prepared, enthusiastic, and open to questions at any time. You can expect us to always be available during our office hours and to answer emails within a 24 hour window. We take our teaching responsibility seriously and we strive to be the best possible professors we can be. We will often ask for your feedback during the course and we take your input seriously.

## 4 Grading:

- \* Participation: 20%
- \* Group Proposal One: 20%
- \* Group Proposal Two: 20%
- \* Student Point Person Presentations: 20%
- \* European Union In-Class Simulation: 20%

## 5 Grading Distribution:

- ✓ A = 94 and Above
- ✓ A- = 90 - 93
- ✓ B+ = 87 - 89
- ✓ B = 84 - 86
- ✓ B- = 80 - 83
- ✓ C+ = 76 - 79
- ✓ C = 70 - 75
- ✓ D = 60 - 69
- ✓ F = 0 - 59

## 6 Required Texts:

- ◇ Nugent, Neill (2010). *The Government And Politics of the The European Union, 7<sup>th</sup> Edition*. New York, NY: Palgrave Macmillan. ISBN-13: 978-0-230-24118-3.
- ◇ Eilstrup-Sangiovanni, Mette. (2006). *Debates on European Integration: A Reader*. New York, NY: Palgrave Macmillan. ISBN-13: 978-1-4039-4104-6.
- ◇ Subscription to the European Union Rich Site Summary (RSS) Feed which can be found at European Union Mailing and RSS Feeds: [http://europa.eu/press\\_room/mailing-rss/index\\_en.htm](http://europa.eu/press_room/mailing-rss/index_en.htm)
- ◇ The remaining readings are a mixture of scholarly articles, book chapters, or recent periodical chapters which will be posted on UB Learns. Items with a † are posted on UB Learns.

## 7 Academic Honesty:

Cheating and plagiarism (using someone else's work or ideas without proper citation) will not be tolerated. The UB policy on plagiarism is available at: <http://ublib.buffalo.edu/libraries/asl/guides/plagiarism.html>. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, or electronic devices of any kind (calculators can be utilized if necessary) are banned from all tests and quizzes. Students using electronic devices during tests and quizzes will fail the assignment.

## 8 Similarity Detection Software:

To prevent and detect plagiarism, I will require students to use similarity detection software (e.g. SafeAssign) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software. When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct. The SafeAssign drop-box is located under the *Assignments Tab* on UB Learns.

## 9 Special Needs:

Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the Disabilities Services Office, 25 Capen. Students with special needs should bring their requirements to my attention in the first week of classes. I will make every effort to assist students with special needs. Students dealing with stress-related problems should visit the Counseling Center, 120 Richmond Quad.

## 10 Participation:

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. While I will not take formal attendance, I will be keeping track of average participation rates. Participation is worth 20% of your grade.

## 11 Course Schedule:

### Week 1 - September 1, 2011

#### ⇒ Class Introduction

- ★ Administrative Procedures and Class Introduction.

### Week 2 - September 8, 2011

#### ⇒ Historical Evolution

- ★ Nugent, Chapter 1: The Post-War Transformation of Western Europe (pp. 1-17).
- ★ Nugent, Chapter 2: The Creation of the European Community (pp.19-26).
- ★ Nugent, Chapter 3: The Deepening of the Integration Process (pp. 27-32).
- ★ Nugent, Chapter 4: The Widening of the Integration Process (pp. 33-50).
- ★ *Debates on European Integration:*
  - ‡ Introduction and Pre-Theories of International Integration (pp. 1-36).
  - ‡ Mitrany: A Working Peace System: An Argument for the Functional Development of International Organization (pp. 43-67).
- ★ **Student Point Person:** \_\_\_\_\_.
- ★ **Student Point Person:** \_\_\_\_\_.

### Week 3 - September 15, 2011

#### ⇒ Evolving Treaty Framework

- ★ Nugent, Chapter 5: From Rome to Nice (pp. 51-66).
- ★ Nugent, Chapter 6: The Constitutional and Lisbon Treaties (pp. 69-84).
- ★ Nugent, Chapter 7: Treaties and the Integration Process (pp. 87-100)
- ★ Alesina, Alberto, Ignazio Angeloni and Ludger Schuknecht. 2005. "What Does the European Union Do?" *Public Choice* 123(3/4):275319.†
- ★ **Student Point Person:** \_\_\_\_\_.
- ★ **Student Point Person:** \_\_\_\_\_.

### Week 4 - September 22, 2011

#### ⇒ Institutions I and Theories of the Common Market

- ★ Nugent, Chapter 8: The Commission (pp. 105-137).

- ★ Nugent, Chapter 9: The Council of Ministers (pp. 139-159).
- ★ *Debates on European Integration:*
  - ‡ Introduction: Neofunctionalism and its Critics (pp. 89-104).
  - ‡ Haas: The Uniting of Europe: Political Social and Economic Forces 1950-1957 (pp. 105-116).
  - ‡ Hoffmann: Obstinate or Obsolete? The Fate of the Nation-State and the Case of Western Europe (pp. 134-159).
  - ‡ Hansen: Regional Integration: Reflections on a Decade of Theoretical Efforts (pp. 160-178).
- ★ **Student Point Person:** \_\_\_\_\_.
- ★ **Student Point Person:** \_\_\_\_\_.

## Week 5 - September 29, 2011

### ⇒ Institutions II

- ★ Nugent, Chapter 10: The EU Council (pp. 161-178).
- ★ Nugent, Chapter 11: The EU Parliament (pp. 179-205).
- ★ *Debates on European Integration:*
  - ‡ Introduction: The 1992 Project. The Revival of Neofunctionalism and the Liberal Intergovernmentalist Challenge (pp. 181-203).
  - ‡ Sandholtz and Zysman: 1992: Recasting the European Bargain (pp. 204-225).
  - ‡ Moravcsik: Preferences and Power in the European Community: A Liberal Intergovernmentalist Approach (pp. 264-303) .
- ★ **Student Point Person:** \_\_\_\_\_.
- ★ **Student Point Person:** \_\_\_\_\_.
- ★ *Rosh Hashanah Class begins at 6:00 pm, rather than 5:30.*

## Week 6 - October 6, 2011

### ⇒ Institutions III

- ★ Nugent, Chapter 12: EU Law and the Courts (pp. 207-225).
- ★ Nugent, Chapter 13: Other Institutions (pp. 227-243).
- ★ *Debates on European Integration:*
  - ‡ Burley and Mattli: Europe Before the Court: A Political Theory of Legal Integration (pp. 226-252).
  - ‡ Garrett: The Politics of Legal Integration in the European Union (pp. 253-263).
- ★ **Student Point Person:** \_\_\_\_\_.
- ★ **Student Point Person:** \_\_\_\_\_.

## Week 7 - October 13, 2011

### ⇒ Interests, Member States, and the EU Policy Process

- \* Nugent, Chapter 14: Interests (pp. 245-252).
- \* Nugent, Chapter 15: The Member States (pp. 255-276).
- \* Nugent, Chapter 16: Understanding EU Policies (pp. 279-288).
- \* Nugent, Chapter 17: The Policy Process (pp. 289-306).
- \* **GROUP PROPOSAL ONE DUE.**
- \* **REGISTRATION FORMS AND PAYMENTS DUE.**
- \* **Student Point Person:** \_\_\_\_\_.
- \* **Student Point Person:** \_\_\_\_\_.

## Week 8 - October 20, 2011

### ⇒ EU Legislation and Public Policy

- \* Nugent, Chapter 18: Making and Applying EU Legislation (pp. 307-321).
- \* Nugent, Chapter 19: Internal Policies (pp. 323-352).
- \* Young, Alasdair R. and John Peterson. 2006. "The EU and the New Trade Politics." *Journal of European Public Policy* 13(6):795-814. †
- \* **Student Point Person:** \_\_\_\_\_.
- \* **Student Point Person:** \_\_\_\_\_.

## Week 9 - October 27, 2011

### ⇒ Specific EU Policies

- \* Nugent, Chapter 20: Agricultural Policy (pp. 353-370).
- \* Nugent, Chapter 21: External Relations (pp. 371-399).
- \* Nugent, Chapter 22: The Budget (pp. 401-415).
- \* Farrell, Mary. 2009. "EU Policy Towards Other Regions: Policy Learning in the External Promotion of Regional Integration." *Journal of European Public Policy* 16(8):1165-1184. †
- \* **Student Point Person:** \_\_\_\_\_.
- \* **Student Point Person:** \_\_\_\_\_.

## Week 10 - November 3, 2011

### ⇒ Contemporary Theories and Evidence: Public Policy, Constitutional Design, and Political Parties

- \* Dür, Andreas, and Manfred Elsig. 2011. "Principals, Agents, and the European Unions Foreign Economic Policies." *Journal of European Public Policy* 18(3):323-338. †
- \* Mueller, Dennis C. 2005. "Constitutional Political Economy in the European Union." *Public Choice* 124(1/2):57-73. †
- \* Marks, Gary, Carole J. Wilson and Leonard Ray. 2002. "National Political Parties and European Integration." *American Journal of Political Science* 46(3):585-594. †
- \* **Student Point Person:** \_\_\_\_\_.

★ **Student Point Person:** \_\_\_\_\_.

## **Week 11 - November 10, 2011**

### **⇒ Path Dependency, Multilevel Governance, and The Politics of Regulation I**

★ *Debates on European Integration:*

‡ Pierson: The Path to European Integration: A Historical Institutional Analysis (pp. 304-324).

‡ Introduction: The European Polity: European as a Political System: Comparative Politics and Governance Approaches to Integration. (pp. 327-341).

‡ Hix: The Study of the European Union II: The 'New Governance' Agenda and its Rival (pp. 342-356).

‡ Marks, Hooghe, and Blank: European Integration from the 1990s: State-Centric vs. Multi-Level Governance (pp. 357-377).

★ **Student Point Person:** \_\_\_\_\_.

★ **Student Point Person:** \_\_\_\_\_.

## **Week 12 - November 17, 2011**

### **⇒ Multilevel Governance and The Politics of Regulation II**

★ *Debates on European Integration:*

‡ Majone: The Rise of the Regulator State in Europe (pp. 378-390).

‡ Introduction: The Constructivist Turn in European Integration Studies (pp. 393-405).

‡ Checkel: Social Construction and Integration (pp. 406-419).

‡ Diez: Speaking 'Europe': The Politics of Integration Discourse (pp. 420-436).

‡ Hass: Does Constructivism Subsume Neofunctionalism? (pp. 437-446).

★ **Student Point Person:** \_\_\_\_\_.

★ **Student Point Person:** \_\_\_\_\_.

## **Week 13 - November 24, 2011**

⇒ **NO CLASS, FALL RECESS**

## **Week 14 - December 1, 2011**

### **⇒ The Future of the EU**

★ Nugent, Chapter 23: Conceptualizing and Theory (pp. 417-443).

★ Nugent, Chapter 24: Present Realities and Future Prospects (pp. 445-477).

★ *Debates on European Integration:*

‡ Introduction: The Future of European Studies: Integration Theory, EU Studies and Social Science (pp. 448-460).

‡ Chapter 20: The Future of European Integration Studies: The Road Ahead (pp. 461-470).

- ★ **GROUP PROPOSAL TWO DUE.**
- ★ **Student Point Person:** \_\_\_\_\_.
- ★ **Student Point Person:** \_\_\_\_\_.

## **Week 15 - December 8, 2011**

⇒ **European Union Simulation Day 2**

- ★ **BRIEF COUNTRY REPORT DUE**
- ★ **SIMULATION DAY**
- ★ **FINALIZE SIMULATION PROPOSALS**

## **12 Final Project: Model EU Simulation**

During the last two classes of the semester, students will participate in a replica (heads of government only) of the SUNY Model EU Simulation. Each student will be responsible for choosing and researching one nation-state from the European Union (see the list of EU nations on the next page).

The agenda for the Final Project will be comprised of the two **Group Proposals** plus two more proposals taken from prior Model EU simulations or current events (the final two simulation topic proposals will be chosen by the professors with student input). Overall there will be four proposals considered. Over the course of the final two weeks students will debate each proposal and represent the country of their choice.

In order to facilitate debate (and also to compile a preparation tool for the real Model EU), each student will prepare a brief report on their chosen nation-state (which will be distributed to all students). The report will include four broad sections: (1) Economic, Agriculture, and Monetary Policy; (2) Domestic and Social Policy; (3) Foreign Policy; and (4) Regional, Enlargement, and EU Policy.

During the simulation, students will debate the proposals on the agenda (representing their country) and come to some agreement on the EU's course of action. By the end of the final day, the class will draw-up a Finalized Simulation proposal (one copy from the entire class) and vote on it. The Finalized Simulation Proposal will be handed in at the end of the final class.


The simulation will follow proper procedures and rules of the SUNY Model EU which can be found here: [http://www.newpaltz.edu/polisci\\_intlrela/2011\\_blue\\_book.pdf](http://www.newpaltz.edu/polisci_intlrela/2011_blue_book.pdf). All other information for the SUNY Model EU can be found here: [http://www.newpaltz.edu/polisci\\_intlrela/meu.html](http://www.newpaltz.edu/polisci_intlrela/meu.html).




## Nations of the European Union:

Please write each student's country assignment in the space provided.


 Austria \_\_\_\_\_

 Belgium \_\_\_\_\_


 Bulgaria \_\_\_\_\_

 Cyprus \_\_\_\_\_

 Czech Republic \_\_\_\_\_

 Denmark \_\_\_\_\_

 Estonia \_\_\_\_\_

 Finland \_\_\_\_\_

 France \_\_\_\_\_

 Germany \_\_\_\_\_

 Greece \_\_\_\_\_


 Hungary \_\_\_\_\_

 Ireland \_\_\_\_\_

 Italy \_\_\_\_\_

 Latvia \_\_\_\_\_


 Lithuania \_\_\_\_\_

 Luxembourg \_\_\_\_\_

 Malta \_\_\_\_\_


 Netherlands \_\_\_\_\_


 Poland \_\_\_\_\_

 Portugal \_\_\_\_\_

 Romania \_\_\_\_\_

 Portugal \_\_\_\_\_

 Slovakia \_\_\_\_\_

 Spain \_\_\_\_\_

 Spain \_\_\_\_\_

 Sweden \_\_\_\_\_

 United Kingdom \_\_\_\_\_

## 13 Student Point Person Presentations

Each student will be responsible for two *mini-presentations*. Each week two different students will be assigned to present on a portion of the readings. Each student will present three times.

Presentations will not proceed in a single block. Students will present about 3-5 minutes on each individual reading and then lead the discussion. Essentially, the student point persons will guide the class through the readings for the week and facilitate discussion. Students should devise about 5 questions on the readings to pose to the class. The questions should be typed and handed in at the end of class.

## References

- Alesina, Alberto, Ignazio Angeloni and Ludger Schuknecht. 2005. "What Does the European Union Do?" *Public Choice* 123(3/4):275–319.
- Dür, Andreas; Manfred Elsig. 2011. "Principals, Agents, and the European Union's Foreign Economic Policies." *Journal of European Public Policy* 18(3):323–338.
- Eilstrup-Sangiovanni, Mette. 2006. *Debates on European Integration: A Reader*. New York, NY: Palgrave Macmillan.
- Farrell, Mary. 2009. "EU Policy Towards Other Regions: Policy Learning in the External Promotion of Regional Integration." *Journal of European Public Policy* 16(8):1165–1184.
- Marks, Gary, Carole J. Wilson and Leonard Ray. 2002. "National Political Parties and European Integration." *American Journal of Political Science* 46(3):585–594.
- Mueller, Dennis C. 2005. "Constitutional Political Economy in the European Union." *Public Choice* 124(1/2):57–73.
- Nugent, Neill. 2010. *The Government and Politics of the European Union, 7th Edition*. New York, NY: Palgrave Macmillan.
- Young, Alasdair R. and John Peterson. 2006. "The EU and the New Trade Politics." *Journal of European Public Policy* 13(6):795–814.