# COURSE SYLLABUS

FAKULTA
SOCIÁLNÍCH VĚD
Univerzita Karlova

# Understanding
# European Union Politics     (Summer 2024)

**Day and time:** Thursdays from 12:30 – 13:50, Jinonice, B 316
**Online course site:** Moodle - https://dl1.cuni.cz/course/view.php?id=11732

**Instructor:** Daniela Lenčéš Chalániová, PhD
**Instructor contact:** 41630906@fsv.cuni.cz
**Consultation hours:** Thursdays 11:00 – 12:00, room C 514 (ideally let me know first)
                       Online consults via Google Hangouts (by appointment)

| Course Code | JPB378 | Semester | Summer semester 2024 |
|---|---|---|---|
| **Credits ECTS** | 6 | **Level** | Bachelors' |
| **Length** | 12 weeks | **Pre-requisite** | none |

## 1. Course Description

To say that the European Union – with its multi-national, multi-level, hybrid governance structure – is a complex political entity… sounds almost like an understatement. Approaching individual EU integration problems can thus become a daunting task, as EU problems do not exist in a vacuum, but are enmeshed in a thick layer of formal procedures, informal norms and often national and inter-institutional tug-of-war, all of which obscure clear view.

In this course I want to untangle that "mess" of EU governance and show how things "hang together" rather than how they disappear into the procedural jungle. The goals of this course are thus easy/complicated enough: **first**, the course will briefly cover European integration milestones and institutional framework, **second**, it will introduce the main policy areas and **third**, deal with dilemmas of European Union politics! Since this is a course on understanding the EU, the aim is to cover European politics in a way that makes it "closer" to the people – through real-life examples.

To this end, I want to connect textbook chapters with real life examples (via student presentations), institutional legacy with present-day political head-scratchers.

## 2. Student Learning Outcomes

Upon completion of this course, students should be able to:
- Name and briefly describe main policy areas of European Union
- Name the main institutional actors and their competences in given policy areas
- Identify dilemmas of multi-level, multi-national governance and lead an educated discussion about them
- Navigate European Union's websites, Official Journal of the European Union …make heads and tails of EU's network of portals, agencies and representatives
- Skills: teamwork and presentation; policy analysis and recommendations

### 3. Reading Materials:

- See individual sessions for details

Chapters from following books:
- *Wallace*, Hellen, *Pollack* Mark and *Alasdair* Young (2015): *Policy-Making in the European Union* - 7th edition, Oxford: Oxford University Press
- *Cini*, Michelle and Nieves *Perez-Solorzano Borragan* (2019): *European Union Politics* – 6th edition, Oxford: Oxford University Press
- *Bomberg*, Elizabeth, John *Peterson* and Richard *Corbett* (2012): *The European Union: How Does it Work?* 3rd edition, Oxford: Oxford University Press
- *Hix*, Simon and Bjørn *Høyland* (2011): *The Political System of the European Union*. 3rd edition. Basingstoke: Palgrave Macmillan
- *Olsen*, Jonathan (2021): *The European Union. Politics and Policies*. 7th edition. New York and London: Routledge

EU News sites:
- EurActiv: https://www.euractiv.com/
- EU Observer: https://euobserver.com/
- Politico, Europe: https://www.politico.eu/

EU Research, policy and think tanks:
- ARENA, University of Oslo: https://www.sv.uio.no/arena/english/
- European Council on Foreign Relations: https://www.ecfr.eu/
- European University Institute: https://www.eui.eu/
- Bruegel (economy): https://www.bruegel.org/
- TEPSA Trans European Policy Studies Association: https://tepsa.eu/
- Centre for European Reform: https://www.cer.eu/
- Centre for European Policy Studies: https://www.ceps.eu/
- European Policy Centre: https://epc.eu/en/

EU Official sites
- European Commission: https://ec.europa.eu/info/index_en
- EU legal texts at Official Journal of the European Union: https://eur-lex.europa.eu/oj/direct-access.html
- EU Open Data Portal: https://data.europa.eu/euodp/en/data/
- About European Union - official site: https://europa.eu/european-union/index_en

### 4. Teaching methodology

To cover the main integration areas and dilemmas, the course material is divided into three logical parts:
- Historical and institutional framework, its actors and processes (sessions 1-2)
- Main EU policy areas (sessions 3-9)
- Dilemmas arising out of EU integration (sessions 10-12)
- A session to accommodate more students' presentations if needed (session 13)

To do it in a way that makes it "closer" to the people, the sessions 3-12 will be conducted in a lecture/seminar format. Lecture part will focus on evolution, actors, rules and aims of a given policy area (or the gist of a dilemma that often lies in the nexus of multiple policies and institutions). I will do my best to illustrate with clear examples. The seminar part will be introduced with a team presentation by three students of a policy-relevant real-life situation.

## 5. Course Schedule

| 1. | Feb 22nd | **Intro + Integration Milestones** | *Student Team Presentation Suggestions* |
|---|---|---|---|
| 2. | Feb 29th | **Institutions and Policy-Making** | |
| 3. | Mar 7th | **The Single Market** | *Commission vs. Big Tech* |
| 4. | Mar 14th | **Agriculture and Cohesion** | *Food Quality and Safety* |
| 5. | Mar 21st | **Economic and Monetary Union** | *Germany in the Eurozone* |
| | | *~ ~ ~ March 28th - Dean's Day - No class 😊 ~ ~ ~* | |
| 6. | Apr 4th | **AFSJ** | *Migration Crisis* |
| 7. | Apr 11th | **Foreign Policy, Security, Defence** | *EU relations with superpowers* |
| 8. | Apr 18th | **Trade, Development, Enlargement** | *EU Enlargement* |
| 9. | Apr 25th | **Energy and Environment** | *The Green Deal* |
| 10. | May 2nd | **Dem. Legitimacy and EU Citizens** | *Euroscepticism* |
| 11. | May 9th | **European Identity** | *"Idea(s) of Europe"* |
| 12. | May 16th | **EU and the Member States, Brexit** | *Blame It on Brussels* |
| 13. | May 23rd | *If needed - 3 more student presentations: EU and Russia's War on Ukraine; Citizens and the EU; EU Reform?* | |

# Session 1: Course Introduction, Syllabus, and EU Milestones

### *Reading:*
Olsen, Jonathan (2021): 'Origins: The Road to Paris and Rome,' in *The European Union. Politics and Policies*. 7th edition, New York and London: Routledge: 27-41

Olsen, Jonathan (2021): 'Stagnation and Renewal. The Single European Act and Maastricht,' in *The European Union. Politics and Policies*. 7th edition, New York and London: Routledge: 42-58

# Session 2: Lisbon Treaty Legal Framework, EU Institutions, and the Policy-Making Processes

### *Reading:*
Olsen, Jonathan (2021): 'Unity and Upheaval. The Eurozone, the Treaty of Lisbon and Crises in the EU,' in *The European Union. Politics and Policies*. 7th edition, New York and London: Routledge: 59-75

Corbett, Richard, John Peterson and Elizabeth Bomberg (2012): "EU's Institutions," in Bomberg, Elizabeth, John Peterson and Richard Corbett (eds.), The European Union. How does it work? 3rd edition. Oxford: Oxford University Press: 47-73

# Session 3: The Single Market

### *Reading:*
Young, Alasdair (2015): "The Single Market. From Stagnation to Renewal?" in Wallace, Helen, Pollack, Mark A. and Alasdair Young (eds.), *Policy-Making in the European Union.* 7th edition. Oxford: Oxford University Press: 115-140

Egan, Michelle (2019): "The Single Market," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 295-309

### *Assignments/Deadlines:*
Student presentation on **Commission vs Big Tech**

## Session 4: Agriculture and Cohesion Policy

***Reading:***
Bache, Ian, Simon Bulmer, Stephen George and Owen Parker (2015): "Agriculture," in *Politics in the European Union*. 4th edition. Oxford: Oxford University Press: 351-366

Dinan, Desmond (2010): "Agriculture and Cohesion," in *Ever Closer Union*. 4th edition. London: Lynne Rienner Publishers: 329-358

***Assignments/Deadlines:***
Student presentation on **Food Quality and Safety**

## Session 5: Economic and Monetary Union

***Reading:***
Bache, Ian, Simon Bulmer, Stephen George and Owen Parker Bulmer (2015): "Economic and Monetary Union," in *Politics in the European Union*. 4th edition. Oxford: Oxford University Press: 385-404

Hodson, Dermot (2015): "Policy-Making under Economic and Monetary Union. Crisis, Change and Continuity," in Wallace, Helen, Pollack, Mark A. and Alasdair Young (eds.), *Policy-Making in the European Union.* 7th edition. Oxford: Oxford University Press: 166-196

***Assignments/Deadlines:***
Student presentation on **Germany in the Eurozone (Crisis)**

**~ ~ ~ March 28 – Dean's Day – No class 😊 ~ ~ ~**

## Session 6: Area of Freedom, Security and Justice

***Reading:***
Bache, Ian, Simon Bulmer, Stephen George and Owen Parker Bulmer (2015): "Freedom, Security and Justice," in *Politics in the European Union*. 4th edition. Oxford: Oxford University Press: 451-474

Ucarer, Emek M. (2019): "The Area of Freedom Security and Justice," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 323-342

***Assignments/Deadlines:***
Student presentation on **the Migration Crisis**

## Session 7: European Foreign and Security Policy, Common Security and Defence Policy

***Reading:***
Peterson, John (2012): "The EU as a Global Actor," in Bomberg, Elizabeth, John Peterson and Richard Corbett (eds.), *The European Union. How does it work?* 3rd edition. Oxford: Oxford University Press: 203-223

Friis, Anna Maria and Ana E. Juncos (2019): "The European Union's Foreign, Security, and Defence Policies," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 281-294

*Assignments/Deadlines:*

Student presentation on **EU Relations with Superpowers**

## Session 8: International Trade and Development Aid, Enlargement, and Neighbourhood Policy

*Reading:*
Bache, Ian, Simon Bulmer, Stephen George and Owen Parker Bulmer (2015): "Trade and Development Aid," in *Politics in the European Union*. 4th edition. Oxford: Oxford University Press: 474-493

Avery, Graham (2012): "EU Expansion and Wider Europe," in Bomberg, Elizabeth, John Peterson and Richard Corbett (eds.), *The European Union. How does it work?* 3rd edition. Oxford: Oxford University Press: 161-184

*Assignments/Deadlines:*

Student presentation on **EU Enlargement**

## Session 9: Energy and Environment

*Reading:*
Buchan, David (2015): "Energy Policy. Sharp Changes and Rising Ambitions," in Wallace, Helen, Pollack, Mark A. and Alasdair Young (eds.), *Policy-Making in the European Union.* 7th edition. Oxford: Oxford University Press: 344-366

Benson, David, Viviane Gravey and Andrew Jordan (2019): "Environmental Policy," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 373-386

*Assignments/Deadlines:*

Student presentation on **the Green Deal**

## Session 10: Democratic Legitimacy and EU Citizens

*Reading:*
Smismans, Stijn (2019): "Democracy and Legitimacy in the European Union," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 127-140

Hix, Simon and Bjørn Høyland (2011): "Public Opinion," in *The Political System of the European Union*. 3rd edition. Basingstoke: Palgrave Macmillan, 105-129

*Assignments/Deadlines:*

Student presentation on **Euroscepticism**

## Session 11: European Identity

### *Reading:*
Cerutti, Furio (2008): "Why Political Identity and Legitimacy Matter in the European Union?" in Cerutti, Furio and Sonia Lucarelli (eds.), *The Search for a European Identity. Values, Policies and Legitimacy of the European Union*. London and New York: 3-22

Delanty, Gerard (2005): "The Quest for European Identity," in Eriksen, Oddvar Eriksen (ed.), *Making the European Union Polity. Reflexive Integration in the EU*. London and New York: Routledge: 127-142

### *Assignments/Deadlines:*
Student presentation on **"Idea(s) of Europe"**


## Session 12: EU and the Member states, Brexit

### *Reading:*
Hix, Simon and Bjørn Høyland (2011): "Executive Politics" in *The Political System of the European Union*. 3rd edition. Basingstoke: Palgrave Macmillan: 23-48

Cini, Michelle and Nieves Pérez-Solórzano Borragán (2019): "Brexit," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 406-424

### *Assignments/Deadlines:*
Student presentation on examples of **Blame it on Brussels**


## Extra Session 13: Student Presentations (if needed)

### *Assignments/Deadlines:*
3 more student presentations: **EU and Russian War on Ukraine
Citizens and the EU
EU Future Reform?**


## 6. Course Requirements and Assessment

| Assignment | Weight | Evaluated Course Specific Learning Outcomes |
|---|---|---|
| **Team Presentation** | 30% | Team presentation of a problem, area, law or situation in context of policy; pros and cons |
| **Policy Paper** | 70% | Assess how policy impacts a country/industry/society etc. Understanding of policy and understanding of local context |

## Grading scale

A: 91-100; B: 81-90; C: 71-80; D: 61-70; E: 51-60; Fail: <50

### 7. Detailed description of the assignments

## ♥ Team Presentation

Each session – whether it is an EU policy session (weeks 3-9) or a "dilemma" session (10-12) – aims to untangle the institutional context and illustrate an event with an example from the policy area: **a real-life case**. For *example,* the session on energy and environment suggests that the student team presents on the "*Green Deal*" – recent EU pledge and plan to transfer to carbon neutral economy by 2050.

The goal of **team student presentation** is to illustrate a case or event from the policy area covered that week. The closer to reality, the better!

1. **Pick a topic** and team-mates --> 3 students in a team
2. Familiarize yourself with the **readings** on policy area
3. **Consult** with me what exactly would the 3 of you like to cover
4. **Prepare a .ppt to share and present during class**

PRESENTATIONS:
- Explain **what** exactly are you presenting [example Green Deal] …*what is this green deal?*
- **Why** should we care, **how** is it different from the past situation… *how was environment protected until now? What is the big hubbub now?*
- Give us a **brief** overview …*what are the targets? How long? Is there any budget to spend?*
- Give us some **details** …*How can it be used? What projects are encouraged? Are there any specific country plans already?*
- What is your opinion? What are the **pros** and **cons**? …*what good can the green deal bring? What are the pitfalls? What do we need to watch out for?*
- **2-3 questions for class debate**

**The team presentations should be around 20 mins**!!
Don't just read off of slides, tell us what you know 😊

| Assessed area | Percentage |
|---|---|
| Subject: what is covered | 3% |
| Context: why and how is it relevant | 4% |
| Overview | 6% |
| Details | 11% |
| Pros and cons | 3% |
| Questions | 3% |
| **TOTAL** | **30%** |

## ♥ **Policy Paper** (1500 - 2000 words; excl. references)

Policy paper is a type of document which:
- either evaluates **impacts of a policy** on a given actor, say a state, region or industry
- or alternatively **calls for a policy** to be adopted to resolve an existing problem

First, the paper needs to identify **what is the problem**.
*Example:* The EU-UK Trade and Cooperation Agreement (TCA) is negatively affecting UK fishing business!

Second, what is the policy and what is its **impact**?
*Example:* The Withdrawal Agreement (WA) effectively removed UK from the EU, and the TCA rejected both UK membership in the common market as well as in the customs union; while there are no trade tariffs imposed in the TCA, the UK fishermen and exporters are suddenly faced with a wall of "non-tariff barriers" to trade resulting from EU food health and safety regulations as part of the common agricultural and common fisheries policies. They have to document now, that they comply with the EU rules.

Third, what is **the context**?
*Example:* Based on comparison of January 2020 and January 2021 data – British fish export to EU has dropped by X percent. British fishermen export XY percent of catch to EU common market, specifically X% to France, Y% to Germany and Z% to Poland. The industry employs so and so many workers and generates 0.01% of British GDP. Fishing business is typically medium sized with only a small percentage of companies employing more than 200 workers… As a renegotiation of the TCA is not likely in the near future, the fishing industry will be impacted for the foreseeable future.

Fourth, what do you **recommend** to alleviate or resolve that problem? Pros and cons?
*Example:* State support for fishing industry (Can UK afford it? For how long?). Administrative help by the state (training for clerical workers? How feasible?). Expectations of fishermen moving to a different industry? Can UK help to create any new jobs? Would Conservative government even consider something like this? Can fishermen diversify markets (where? Trying to export fish to Norway is like bringing owls to Athens...). Or just do it and relocate company to EU (as advised by government).

Conclude.

A policy paper is a "practical" paper (not an academic paper) so it does not include theory. This however *does not* mean references are omitted – they point the reader to used data/statistics or legal documents.

Suggestions where to get inspired: https://politicalscienceguide.com/home/policy-paper/
…or in the many think tanks listed on page 2 of this syllabus

| Assessed area | Percentage |
|---|---|
| Structure: identification of a **problem**, identification of **impact**, identification of **local context**, **recommendation**, conclusion. | 10% |
| **Impact:** how is the (lack of) policy affected the sector? | 10% |
| **Context:** national, regional, citizen or industry environment hit by a policy (needing a policy) | 15% |
| **Recommendations:** pros and cons | 25% |
| Quality sources need to be properly referenced. | 10% |
| **TOTAL** | **= 70%** |

***Cheating, copy pasting stuff without proper reference will not be tolerated, seriously! See section on plagiarism below.***

***Using AI without acknowledgement is not allowed!***

Submitted papers will be processed via **Turn It In** originality check software.

To prevent any misunderstanding **PLAGIARISM is defined as:**

> "*the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work*."
> - Random House Unabridged Dictionary, 2nd Edition,
> Random House, New York, 1993

Turnitin's White Paper 'The Plagiarism Spectrum'[1] identifies 10 types of plagiarism ordered from most to least severe:

> **1. CLONE:** An act of submitting another's work, word-for-word, as one's own.
> **2. CTRL-C:** A written piece that contains significant portions of text from a single source without alterations.
> **3. FIND–REPLACE:** The act of changing key words and phrases but retaining the essential content of the source in a paper.
> **4. REMIX:** An act of paraphrasing from other sources and making the content fit together seamlessly.
> **5. RECYCLE:** The act of borrowing generously from one's own previous work without citation; to self-plagiarize.
> **6. HYBRID:** The act of combining perfectly cited sources with copied passages—without citation—in one paper.
> **7. MASHUP:** A paper that represents a mix of copied material from several different sources without proper citation.
> **8. 404 ERROR:** A written piece that includes citations to non-existent or inaccurate information about sources
> **9. AGGREGATOR:** The "Aggregator" includes proper citation, but the paper contains almost no original work.
> **10. RE-TWEET:** This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

For more on plagiarism and its consequences, see university policy:
https://fsv.cuni.cz/deans-provision-no-18/2015.

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[1] Available at https://www.turnitin.com/static/plagiarism-spectrum/