Instructor Information

- Dr. Eiko Thielemann
- 020 7955 6012
- Individual meetings can usually be arranged for before or after class.
- et30@nyu.edu

Course Information

- Tuesdays 9:00 – 12:00
- Location: Room 104
- Prerequisites: none

Course Overview and Goals

The European Union constitutes the most prominent experiment in peaceful international cooperation in world history. The course will explore the origins, evolution and impact of the European Union. You will be introduced to the workings of the EU institutions such as the Council, the Commission, the Parliament and the Court of Justice. We will also explore the key areas of EU competence, such as the European Single Currency, the Single Market and free movement, asylum & immigration, the Common Agricultural Policy etc. Through small group debates, we will address questions such as: Is the European Union an economic giant but a political dwarf? Why is the EU so controversial among the European public? Why did the UK vote for Brexit and what will that mean for both Britain and the EU? Can the EU effectively manage immigration? How can the EU's institutions be made more democratic? Will the EURO survive? How far and how fast should the EU be enlarged? Will Europe develop into a federal (super) state?

Course delivery will be through short lectures, small group discussions and in-class debates.

Upon Completion of this Course, students will be able to critically analyze:

- the European integration process;
- the operation of the EU as a political system;
- the process of EU policy-making;
- and the EU's role in the world.
## Grading of Assignments

The grade for this course will be determined according to these assessment components:

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<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
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| I Short writing assignments, news presentation and participation | (1) In order to develop their writing and to prepare for the debates in class, each week students will write a short written reply to the 'class topic' listed below for each week (length: 100-150 words) in the forum section of 'NYU Classes'. This statement should take a position on the question asked and support it with at least three arguments and/or examples found in your readings. Non-submission will result in the deduction of 1% of the final course mark per statement not submitted.  
(2) Students will also be expected to follow EU news and to take turns in giving a short presentation about last week’s news reports and/or legislative developments. Useful online sources include: euobserver; Eupolitix; EURACTIV or newspapers/magazines such as the Economist, the Financial Times or The European Voice. | 10%              | Each week            |
<p>| II Assessed Essay      | This assignment will constitute a re-write opportunity of written work submitted earlier. Students will choose one of the class topics and initially write an expanded version (one page) of one of the 'short writing assignment' (sessions 2-5; final deadline: session 5). Students will submit their outline via NYU classes. When re-writing their work for final submission (1500 words), they will benefit from feedback received from the instructor and the other students (final deadline: to be uploaded on NYU classes by noon on the day before session 6). Notwithstanding the earlier deadline, students should also bring a hard copy (including their turn-it-in receipt) of their essay to session 6. <strong>For your final essay you are expected to use at least four sources from the ‘other useful reading’ sections of the syllabus or other academic sources in addition to the textbooks.</strong> | 20%              | Session 6            |</p>
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| III Research project and presentation | (1) choose a (controversial) piece of EU legislation. You will find the EU Legislative Observatory’s on-line resources or EUR-Lex useful for this. If it is a large bill, try to focus on one particularly controversial aspect of the legislation.  
(2) establish a ‘paper trail’ for the piece of legislation, by collecting all the relevant documents relating to the legislation from the various institutions involved, and find out as much other information about the issues concerned and the positions of interested parties (public and private). Use online sources to find out about media coverage of the issue, what the key controversies were, what votes were taken, etc. Useful sources for this include Reuters, FT Profile, European Voice, Agence Europe, European Report, EP News, etc.  
(3) analyse the evolution of the piece of legislation from its early drafting stage until today and develop your own theoretically informed explanations of what factors were driving the particular legislative initiative; why key actors held particular positions; and why some actors were more effective that others in shaping legislative outputs.  
(4) you are asked to form a group of usually four students and the group is expected to submit a paragraph in session 7 which identifies your chosen piece of legislation (a directive, regulation or EU decision) and the kind of question(s) you plan to analyse. The research exercise is to cumulate in a 10-15-minute presentation in class and the submission of individual research papers (1500 words, excluding bibliography) for which the final deadline is noon, the day before session 14 (uploaded on NYU classes) and in hardcopy in class the following day. The presentations in class will usually start in session 8 and be done as a group presentation but each student will be expected to submit his or her own research paper. These papers should aim to answer a clear research question. They are expected to at least partly use the research done for the joint presentation | 20%              | Session 14    |
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<tbody>
<tr>
<td>IV Written final exam</td>
<td>Unseen written exam. Three questions must be answered out of fourteen.</td>
<td>50%</td>
<td>Session 15</td>
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*Failure to submit or fulfill any required course component results in failure of the class*

**Grades**

Letter grades for the entire course will be assigned as follows:

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<tr>
<td>A</td>
<td>Example: 93.5% and higher</td>
<td>The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.</td>
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<td>B</td>
<td>Example: 82.5% - 87.49%</td>
<td>The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.</td>
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<td>C</td>
<td>Example: 72.5% - 77.49%</td>
<td>Work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.</td>
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<td>D</td>
<td>Example: 62.5% - 67.49%</td>
<td>The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.</td>
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<td>F</td>
<td>Example: 59.99% and lower</td>
<td>The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.</td>
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**Course Materials**

**Required Textbooks & Materials**


Optional Textbooks & Materials


Resources

- **Access your course materials:** NYU Classes (nyu.edu/its/classes)
- **Databases, journal articles, and more:** Bobst Library (library.nyu.edu)
- **NYUL Library Collection:** Senate House Library (catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing:** NYU Writing Center (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** IT Help Desk (nyu.edu/it/servicedesk)

### Course Schedule

<table>
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<th>Session/Date</th>
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| Session 1: [4/9/18] | Introduction: The Creation of the European Communities, the Integration Process and the State of the Union | Core Readings
STUDENTS ARE EXPECTED TO HAVE READ ALL OF THE NUGENT TEXTBOOK'S PARTS 1 AND 2 (HISTORICAL OVERVIEW) BY WEEK 3.
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|             | Member States and European Integration: Britain & BREXIT | Core Readings  
        - see relevant sections in the Nugent history chapters.  
        - Daddow, O. (2012), *The UK media and 'Europe': from permissive consensus to destructive dissent*, International Affairs 88:6, pp. 1219-1236.  
<p>| [11/9/18] | Class topic: 'It is for political rather than economic reasons that the UK has been an “awkward partner” within the European Union. Do you agree?' |  |  |</p>
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| Session 3: [18/9/18] | Theoretical approaches to European integration | **Core Readings**  
- relevant chapters in Nugent textbook (2017)  
- Rosamond, B. (1999) *Theories of European Integration*, Basingstoke: Macmillan, especially 3, 4, and 7 (chapters on neofunctionalism, the challenge to this, and on intergovernmentalism).  
**Other useful reading**  
| Session 4: [21/9/18] Friday | The Council of Ministers and the European Council | **Core Readings**  
- relevant textbook chapters on the executive in Hix & Hoyland and the Council in Nugent.  
**Other useful reading**  
- Thomson and Hosli (2006), 'Who has power in the EU?', *JCMS* 44:2, pp. 391-417. |  |
Session/ Date | Topic | Reading | Assignment Due
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| **Session 5:** [2/10/18] | **The European Commission** | **Core Readings**
- relevant textbook chapters on the executive in Hix & Hoyland and on the Commission in Nugent
**Other useful reading**
- Pollack, M (2003), The Engines of Integration: Delegation, Agency, and Agency Setting in the EU, Oxford: OUP (chapters on the Commission)
| | **Class topic:** 'The Commission sets the EU policy agenda.' Do you agree? | | |
| | | | |
| | | | |
| Session 6: [9/10/18] | **The European Parliament and Europe's** | **Core Readings**
- relevant textbook chapters in Hix & Hoyland and Nugent. | **Due:** Assessed essay
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|             | Class topic: Does the EU suffer from a democratic deficit? | Other useful reading  
| Session 7: [12/10/18] Friday | The European Court of Justice and Judicial Politics | Core Readings  
- relevant textbook chapters on the judiciary and the courts in Hix & Hoyland and Nugent. | Due: Decision & summary on research project (one paragraph) |
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| **Class topic:** 'The European Court of Justice is the most powerful institution in the European Union'. Do you agree? | - Alter, K. J. (1996) 'The European Court's Political Power', *West European Politics*, vol. 19, no. 3, pp. 458-97.  

| Session 8: [16/10/18] | The EU Policy Process and Interest Representation | Core Readings  
- relevant chapters in Nugent and Hix & Hoyland.  
- EUobserver, *Secret EU: series of articles on lobbying and intelligence*.  
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- Rapoport H. (2015), *How a tradable refugee-admission quota system could help solve the EU’s migration crisis*. | | | | |
<p>| | Other useful reading | Thielemann,, E. (2012), <em>Burden-Sharing</em>, in Jones E., A. Menon and S. Weatherill | | |</p>
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| 12: [20/11/18] | The Common Agricultural Policy | **Class topic**  
'The Common Agricultural Policy should be abolished'. Do you agree? | **Core Readings**  
- relevant chapters from Hix & Hoyland, Nugent and Wallace, Pollack and Young.  
- Grant W. (2013), *Real progress is now being made towards reform of the EU’s Common Agricultural Policy*, *LSE EUROPP (European Politics and Public Policy) Blog*, 27 March. | **Other useful reading**  
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- Background: EU's website on the budget | |
| Economic and Monetary Union | Core Readings | relevant chapters from Hix & Hoyland, Nugent and Wallace, Pollack and Young.  
- *The future of Europe's economy Disaster or deliverance?* (2013), Centre for European Reform, September 2013. | |
| Session 13: [27/11/18] | Other useful reading | Whyte, P. (2012), 'Governance reforms have left the euro's flawed structure intact', Centre for European Reform, April 18.  
<p>| Class topic | 'EMU has been about politics, not economics’. Do you agree? | |</p>
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| | **Core Readings** | - relevant chapters from Hix & Hoyland, Nugent and Wallace, Pollack and Young.  
| | **EU External Relations** | **Class topic**  
'An economic giant but a political dwarf.' Do you agree with this assessment of the EU’s international role? | |
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- Smith, Michael, ‘Competitive Cooperation and the EU-US Relations: Can the EU be a Strategic Partner for the US in the World Political Economy?’, Journal of European Public Policy, vol. 5, no. 4, pp. 561-77. |
| Final Assesment: | Two hour in-class exam (9am-11am, tbc) | **Co-Curricular Activities**  
- Required trips: N/A  
- Suggested trips: There are many lectures / debates about various aspects of the European Union (and Britain's place in it) that take place in London (e.g. at the London School of Economics, the Federal Trust, as well as the European Commission's and European Parliament's London offices. Please check in particular the events pages of the LSE's European Institute and the LSE’s Public Lecture Programme.  

**Classroom Etiquette**  
- Toilet breaks should be taken before or after class or during class breaks.  
- Mobile phones should be set on silent and should not be used in class except for emergencies.  
- Laptops/Tablets, etc. to be used in class at the discretion of the teacher.  
- Please kindly dispose of rubbish in the bins provided.  

**NYUL Academic Policies**  

**Attendance and Tardiness**  
- Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html)  

**Assignments, Plagiarism, and Late Work**  
- You can find details on these topics and more on this section of our NYUL website
Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the NYU Disruptive Student Behavior Policy for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosecsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Dr Eiko Thielemann is an Associate Professor of Political Science and Public Policy in the Department of Government and the European Institute of the London School of Economics, where he is teaching on the graduate programme 'Politics and Government in the European Union'. He is the director of the LSE Migration Studies Unit (MSU) and has worked as an advisor to both the European Commission and the European Parliament.

After completing his PhD at the University of Cambridge, he has held research and teaching positions at several institutions including the University of Cambridge, the Australian National University (ANU), the University of California San Diego (UCSD) and the University of Victoria in British Columbia.

His research focuses on EU- and comparative policy-making, in particular asylum and immigration issues.