Class code: POL-UA 9995 - 003

Instructor Details
Dr. Eiko Thielemann (http://personal.lse.ac.uk/thielema/)
Individual meetings can usually be arranged before or after classes.

Class Details
Spring 2014
Tuesdays 9:00 – 12:00
Location: tbc

Prerequisites
N/A

Class Description
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, 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? How can the EU’s institutions be made more democratic? Does the EU speak with one voice in international trade negotiations? 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, most importantly, in-class debates.

Desired Outcomes
This course aims to help students develop a critical understanding of 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.

Assessment Components
I Short writing assignments, news presentation and participation (10%)
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). 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. Statements have to be submitted at the beginning of each class and should indicate the student's name and the topic. 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: http://euobserver.com/, http://www.eupolitix.com/EN/, http://www.euractiv.com/en/HomePage or newspapers/magazines such as the Economist, the Financial Times or The European Voice.

II Assessed essay assignment (20%)
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 the ‘short writing assignment’ (sessions 2-6; final deadline: session 6). Students will submit their essay by email with
their turn-it-in receipt attached. 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: by email by noon on the day before session 8). Notwithstanding the earlier deadline, students should also bring a hard copy of their essay to session 8. For your final essay you are expected to use at least four sources from the ‘other useful reading’ sections of the syllabus or other additional academic sources.

III Research project and presentation (20%)  
(1) choose a (controversial) piece of EU legislation which either has not yet been passed or which only recently has passed (during past three years). If it is a large bill, try to focus on one particular aspect of the legislation. You will find the EU Legislative Observatory’s on-line resources (http://www.europarl.eu.int/oeil/) or EUR-Lex (http://eur-lex.europa.eu/en/index.htm) useful for this.  
(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 data-bases to find out about media coverage of the issue, when votes were taken, and what the issues were, e.g. 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; of why the legislation has not yet passed; and why key actors held particular positions.  
(4) The research exercise is to cumulate in a 10-15 minute presentation in class and a written submission (1500 words, excluding bibliography) for which the final deadline is one week after the presentation (by email and as a hard-copy). In the case of a group presentation, each member of the team will have to submit his/her own paper. This final paper can be based on the research for a joint presentation but it will be assessed as an individual piece of writing, i.e. it cannot be a jointly written paper.

IV Written final exam (50%)  
Unseen written exam. Three questions must be answered out of fourteen.

Failure to submit or fulfil any required course component results in failure of the class.

Assessment Expectations

Grade A: 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.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

Grade C: work is acceptable and shows a basic grasp of the research problem. However, the work fails to organise findings coherently and is in need of improvement.

Grade D: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

Required Text(s)


Internet Research Guidelines
To be discussed in class.

Additional Required Equipment
N/A

Session 1
Introduction / The Creation of the European Communities and the Integration Process

[28/1/14]

Reading from core texts
(students should at least two of these core readings)
Nugent, chapters 1 and 3, Dinan, part 1 (esp. chapter 1); McCormick, chapter 3. NOTE: STUDENTS ARE EXPECTED TO HAVE READ ALL OF NUGENT PARTS 1 AND 2 (HISTORICAL OVERVIEW) BY WEEK 3.

Other useful reading

Session 2
Member States and European Integration: Britain, France and Germany

[4/2/14]

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?’
See relevant sections in the Dinan / Nugent history sections.
Daddow, O. (2012), The UK media and ‘Europe’: from permissive consensus to destructive dissent. International Affairs, 88: 1219–1236
George, S. (1999), Awkward Partner, Britain in the European Union, Oxford: OUP, esp. chapter 9 (conclusion). Reading all of George provides a good overview of the development of British policies on the different aspects of European integration.

Other useful reading
- Baker, D. & D. Seawright (1998) Britain For and Against Europe: British Politics and the Question of European Integration, Oxford: OUP.

Session 3
[11/2/14]
Tuesday

Theoretical approaches to European integration

Class topic
'Liberal Intergovernmentalism can satisfactorily explain the European integration process'. Do you agree?

Reading from core texts
Dinan, part 1; McCormick, chapter 3; Nugent, chapter 20; Richardson, chapter 3.

Other useful reading
- Rosamond, B. (1999) Theories of European Integration, Basingstoke: Macmillan, especially 3, 4, 6 and 7 (chapters on neofunctionalism, the challenge to this, intergovernmentalism and international relations theory).

Session 4
[18/2/14]
Tuesday

The Council of Ministers and the European Council.

Class topic
'The Council is the motor of European integration'. Do you agree?

Reading from core texts
Dinan, chapter 9 (on the Council and the European Council); Nugent, chapter 7 (on the Council) and chapter 8 (on the European Council); Richardson, chapter 7; Hix, chapter 2 (relevant sections).

Other useful reading
Tools for Understanding EU Institutions

Session 5

[25/2/14] Tuesday

**The European Commission**

**Class topic**

'The Commission sets the EU policy agenda.' Do you agree?

**Reading from core texts**

Dinan, chapter 8; Nugent, chapter 8; Richardson, chapter 5; Hix, chapter 2 (relevant sections).

**Other useful reading**

- Pollack, M (2003), The Engines of Integration: Delegation, Agency, and Agency Setting in the EU, Oxford: OUP (chapters on the Commission)

Session 6

[4/3/14] Tuesday

**The European Parliament and Europe's Democratic Deficit**

**Class topic**

Does the EU suffer from a democratic deficit?

**Reading from core texts**

Dinan, chapter 10; Nugent, chapter 11; Hix, chapters 3 and 6; Richardson, chapters 6 and 18.

**Other useful reading**

Session 7

Class topic
'The European Court of Justice is the most powerful institution in the European Union'. Do you agree?

Reading from core texts
Dinan, chapter 11; Nugent, chapter 12; Richardson, chapter 9; Hix, chapter 4.

Other useful reading

Session 8

Due: Assessed essay (assessment component II)!

Class topic
'Business interests run the EU'. Do you agree?

Reading from core texts
Nugent, pp. 280-92; Richardson, chapter 11; Hix, chapter 7; and other readings from last week.

Other useful reading
- Coen D. (1998) 'The European Business Interest and the Nation State', JPP, 18, 75-100. (e-journals)
- Mény, Yves, Muller, Pierre and Quermonne, Jean-Louis, 'Introduction', in Mény, Y. et al., Adjusting to Europe: the impact of the European Union on national institutions and policies, London: Routledge. See also Schmitter, P. C., 'Some alternative futures for the European polity and their implications for European public policy', chapter 2, pp. 25-40; and Mazey, S. & Richardson, J., 'EU policy-making: a garbage can or an anticipatory and consensual policy style?'. chapter 3, pp. 41-60.
- Other work by S. Mazey & J. Richardson (e.g. Lobbying in the European Union, Macmillan, 1993).

Session 9

Due: Decision & summary on research project (one paragraph) (assessment component III)!

Class topic
'The “freedom of movement of people principle” is taking integration too far.’ Do you agree?

Reading from core texts
Nugent, pp. 298-305, pp. 142-143; Dinan, chapter 13 & 14; Hix, chapter 8; Wallace and Wallace, chapter 4; Peterson and Bomberg, chapter 3.

Other useful reading
Session 10

Economic and Monetary Union

Class topic
'EMU is about politics, not economics'. Do you agree?

Reading from core texts
Nugent (see sections on EMU in the index, esp. 305-8); Dinan, chapter 16; Wallace and Wallace, chapter 6; Hix, chapter 10; Dyson, K. (2000), The Politics of the Euro-Zone, OUP; Richardson, chapter 16.

Other useful reading
- McKay D. (1999) 'The Political Sustainability of EMU', BJPS, 29, 463-85. (e-journals)

Session 11

The Common Agricultural Policy

Class topic
'The Common Agricultural Policy should be abolished'. Do you agree?

Reading from core texts
Dinan, chapter 12; Nugent, chapter 17; Wallace and Wallace, chapter 7; Peterson and Bomberg, chapter 5.

Other useful reading
- Grant, W. (1997) The CAP, London, Macmillan. This provides a good and easily accessible overview of the history, institutions, actors as well as all policy aspects of the CAP (but it does not cover the most recent CAP reform discussions and the Agenda 2000).
- Patterson, L.A. (1997) 'Agricultural Policy Reform in the EC. A Three-Level Game' Analysis,
Cohesion, Regional policy and the EU Structural Funds

Class topic
'EU Regional and Cohesion Policy is just a 'side-payment’ to buy support for European integration'. Do you agree?

Reading from core texts
Nugent, 312-13, 367-70, 372-3; Dinan, chapter 15; Hix, chapter 9; Wallace and Wallace, chapter 9; Peterson and Bomberg, chapter 6.

Other useful reading
- Mitchell, James & McAleavey, P., 'Promoting Solidarity and Cohesion', in L. Cram et al. eds..

Asylum and Immigration Policy

Class topic
'The EU has created 'Fortress Europe’ and undermined refugee protection in Europe'. Do you agree?

Reading from core texts
Nugent, 68-9, 74-5, 309-11; Dinan, chapter 15; Hix, chapter 11; Wallace and Wallace, chapter 18.

Other useful reading

On the development of common asylum / immigration policies
EU External Relations

Class topic
'An economic giant but a political dwarf.' Do you agree with this assessment of the EU’s international role?

Reading from core texts
Richardson, chapter 14; Peterson and Bomberg, chapter 4; Wallace and Wallace, chapter 14; Hix, chapter 12; Dinan, chapter 17; Nugent, pp. 303-04, 407-14 (trade), 432-6 (development policy).

Other useful reading
- Laursen, Finn (1999) 'Trade and Aid: The EU in the Global System', in L. Cram et al., eds..
- 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.

On the difficult negotiations over the Uruguay Round.

Session 15

[20/5/14]
Tuesday

In-class exam, 10am-12pm.

Classroom Etiquette
Toilet breaks should be taken before or after class or during class breaks.

Food & drink, including gum, are not to be consumed in class.

Mobile phones should be set on silent and should not be used in class except for emergencies.

Laptops are only to be used with the express permission of the teacher.

Please kindly dispose of rubbish in the bins provided.

Required Co-curricular Activities
N/A

Suggested Co-curricular Activities
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.

Your instructor
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.

Since completing his PhD at the University of Cambridge, he has held research and teaching positions at several other 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. He has been a guest-editor for the Journal of Common Market Studies as well as the Journal of Refugee Studies and is the co-author of a recent report on EU asylum policy for the European Parliament.

NYU LONDON ACADEMIC POLICIES

Plagiarism Policy

Plagiarism: the presentation of another piece of work or words, ideas, judgments, images or data, in whole in part, as though they were originally created by you for the assignment, whether intentionally or unintentionally, constitutes an act of plagiarism.

Please refer to the Student Handbook for full details of the plagiarism policy.

All students must submit an electronic copy of each piece of their written work to www.turnitin.com and hand in a printed copy with the digital receipt to their professor. Late submission of work rules apply to both the paper and electronic submission and failure to submit either copy of your work will result in automatic failure in the assignment and possible failure in the class.

Electronic Submission

The Turnitin database will be searched for the purpose of comparison with other students’ work or with pre-existing writing or publications, and other academic institutions may also search it.

In order for you to be able to submit your work onto the Turnitin website, you will need to set up an account:

1) Go onto the Turnitin website http://www.turnitin.com
2) Click ‘Create Account’ in the top right hand corner
3) Select user type of ‘student’
4) Enter your class ID & Turnitin class enrolment password (these will be e-mailed to you after the
drop/add period, or contact academics@nyu.ac.uk if you have misplaced these).

5) Follow the online instructions to create your profile.

To submit your work for class, you will then need to:

1) Log in to the Turnitin website
2) Enter your class by clicking on the class name
3) Next to the piece of work you are submitting (please confirm the due date), click on the ‘submit’ icon
4) Enter the title of your piece of work
5) Browse for the file to upload from wherever you have saved it (USB drive, etc.), please ensure your work is in Word or PDF format, and click ‘submit’
6) Click ‘yes, submit’ to confirm you have selected the correct paper (or ‘no, go back’ to retry)
7) You will then have submitted your essay onto the Turnitin website.
8) Please print your digital receipt and attach this to the hard copy of your paper before you submit it to your professor (this digital receipt appears on the website, immediately after you submit your paper and is also sent to your e-mail address). Please also note that when a paper is submitted to Turnitin all formatting, images, graphics, graphs, charts, and drawings are removed from the paper so that the program can read it accurately. Please do not print the paper in this form to submit to your lecturers, as it is obviously pretty difficult to read! You can still access the exact file you uploaded by clicking on the ‘file’ icon in the ‘content’ column.

Please also see the Late Submission of Work policy, above.

Students must retain an electronic copy of their work for one month after their grades are posted online on Albert and must supply an electronic copy of their work if requested to do so by NYU in London. Not submitting a copy of a piece of work upon request will result in automatic failure in the assignment and possible failure in the class. NYU in London may submit in an electronic form the work of any student to database for use in the detection of plagiarism, without further prior notification to the student. Penalties for confirmed cases of plagiarism are set out in the Student Handbook.

Written work due in class must be submitted during the class time to the professor. Late work should be submitted in person to a member of NYU London staff in the Academic Office (Room 308, 6 Bedford Square) during office hours (Mon – Fri, 10:30 – 17:30). Please also send an electronic copy to academics@nyu.ac.uk for submission to Turnitin.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Written work submitted more than 5 weekdays after the submission date without an agreed extension fails and is given a zero.

Please note end of semester essays must be submitted on time.
NYUL has a strict policy about course attendance. No unexcused absences are permitted. While students should contact their class teachers to catch up on missed work, you should NOT approach them for excuse absences.

Excused absences will usually only be considered for serious, unavoidable reasons such as personal ill–health or illness in the immediate family. Trivial or non-essential reasons for absence will not be considered.

Excused absences can only be considered if they are reported in accordance with guidelines which follow, and can only be obtained from the appropriate member of NYUL's staff.

Please note that you will need to ensure that no make-up classes – or required excursions - have been organised before making any travel plans for the semester.

Absence reporting for an absence due to illness

1. On the first day of absence due to illness you should report the details of your symptoms by e-mailing absences@nyu.ac.uk including details of: class(es) missed; professor; class time; and whether any work was due including exams. Or call free (from landline) 0800 316 0469 (option 2) to report your absences on the phone.

2. Generally a doctor’s note will be required to ensure you have sought treatment for the illness. Contact the Gower Street Health Centre on 0207 636 7628 to make an appointment, or use HTH general practitioners if you cannot get an appointment expediently at Gower Street.

3. At the end of your period of absence, you will need to complete an absence form online at http://bit.ly/NuCl5K. You will need to log in to NYU Home to access the form.

4. Finally you must arrange an appointment to speak to Nigel Freeman or Donna Drummond-Smart on your first day back at class. You must have completed the absence form before making your appointment.

Supporting documentation relating to absences must be submitted within one week of your return to class.

Absence requests for non-illness reasons

Absence requests for non-illness reasons must be discussed with the Academic Office prior to the date(s) in question – no excused absences for reasons other than illness can be applied retrospectively. Please come and see us in Room 308, 6 Bedford Square, or e-mail us at academics@nyu.ac.uk.
Further information regarding absences

Each unexcused absence will be penalized by deducting 3% from the student’s final course mark. Students are responsible for making up any work missed due to absence.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an examination (with authorisation, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, viva voce (oral examination), or an increased weighting on an alternate assessment component, etc.).

NYUL also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. If timely attendance becomes a problem it is the prerogative of each instructor to deduct a mark or marks from the final grade of each late arrival and each early departure.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.

Please refer to the Student Handbook for full details of the policies relating to attendance. A copy is in your apartment and has been shared with you on Google Docs.

NYU in London uses the following scale of numerical equivalents to letter grades:

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<tr>
<th>Grade</th>
<th>Conversion</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>D+</td>
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<td>D</td>
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<td>F</td>
<td>below 65</td>
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Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the mid point of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

NYU in London aims to have grading standards and results in all its courses similar to those that prevail at Washington Square.