

The Ohio State University  
Spring 2016 (9 January – 24 April)  
W/F 8:00-9:20am  
Mendenhall Lab 191

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Office hours: W/F 9:30-10:30am  
(or by appointment)

**PS 4597.02**  
**Politics of European (dis)Integration?**  
*Institutions and Issues*

The European Union (EU) is currently facing some of its greatest challenges: fiscal insolvency, regional (in)stability, and the migrant and refugee crisis. Since the financial crisis began in 2008-09, Greek insolvency and political turmoil, fiscal difficulties in Portugal, Spain, and Italy, and the questionable future of the Euro have had political and economic ramifications not only for Europe, but also globally. Following protests that at first mimicked the Orange Revolution in Kiev, what followed has raised questions as to the EU's ability to handle the challenges of a hostile world. Humanitarian challenges faced by Europe as a result of an influx of refugees—a consequence of rapidly deteriorating situations in the Middle East and elsewhere—are also challenging the very notion of Europe as a united continent, leading to a rise in so-called 'Euroscepticism' and the possibility of more 'exit' referenda beyond the UK. How has the EU dealt with these problems, and what steps can be taken in order to reassert Europe's strength and standing in the international community?

Questions about where Europe is headed these days, in the end, goes beyond, and deeper than, the issues posed above. Besides politicised issues, much insight may be drawn from elements of history, input from sociology, social psychology, and even social anthropology! Thus, in order to address these issues, a basic understanding of the EU is required, culminating in an important question: what *is* the EU? While this question may appear simple, we will find that it can be complex in nature with discussions often raising more questions. Is the EU a democracy? Is it representative of and accountable to the citizens of its (currently) 28 member countries? If so (or if not), why and how is this the case? How does this affect the way we understand the EU and how it accomplishes its goals? Politically, the EU has often been labeled *sui generis* since its formation and origins in the European Coal and Steel Community, meaning that it is unlike any other government or institution and cannot be compared to more commonly understood political systems—but is this really the case? How do its characteristics affect its ability to persevere through good times and bad?

This course is designed to address these questions through the evaluation of the history of the EU, its institutions, and its current state of development, challenges, and possible future. This entails an introduction to 1) the historical origins and development of the EU from its inception through the present day, 2) the major EU institutions, and 3) discussion about the current state, challenges, and future of the EU *in a comparative context*. This will be accomplished through a review of EU-specific scholarship in conjunction with some of the fundamental theories in comparative politics on institutions and development, all the while determining their applicability to the EU, whether it is or is not *sui generis*.

**Course Requirements and Grades**

This course requires:

1. Readings averaging around 60-100 pages per week.
2. Mid-term and final exams.
3. A short position-paper (8-10pp double-spaced, plus references).
4. Active participation (in-class discussions, questions, activities).
5. In-class group presentation on current EU events.

Grades will be weighted accordingly:

1. Attendance and participation: 10%
2. Mid-term exam: 25%
3. Semi-cumulative final exam: 25%
4. Position paper: 25%
5. In-class presentation: 15%

Attendance and participation:

Class sessions will involve lectures covering material from the assigned reading, along with discussions of material not explicitly found in the reading. Discussion is critical to facilitating a learning environment, and students who actively participate in class will be rewarded. Attendance is not taken regularly—however, it is taken on occasion to supplement/reward the marks of those who show up to class.

Mid-term exam:

The exam will cover all material from the beginning of the term through **Week 8 (the exam takes place on March 10)**. A study guide will be distributed on October 11.

Semi-cumulative final exam:

This exam will cover material from the entire course (readings and lectures), from the first day through the last. However, it will be largely biased towards covering material in the second half of the course. A study guide will be distributed on XXXXXX. Save the date: it will take place on **Friday, April 28**.

Position paper:

At the end of the course (by the beginning of the Final Exam), a short 8-10pp double-spaced paper will be due. The topic may be one of your choice, to be approved by me. In order to make sure everyone is given a sufficient amount of time to complete this paper on time (see the make-up/late policy below), the assignment is broken up into segments: (1) submission of a paper topic/question for my approval and feedback via turnitin.com; (2) a brief outline of the paper with annotated bibliography via turnitin.com; (3) optional/extra-credit draft submission (for feedback—highly encouraged!) via email or hardcopy, and (4) submission of the paper via turnitin.com. Specific guidelines/requirements as well as instructions for how to use turnitin.com will be distributed and discussed within the first week or two of the class.

In-class presentation:

Once this Semester, you will be required to give a short (5-10min) presentation to the class about current events in European Union politics and raise questions/discussion about the implications for European Integration (broadly-speaking). This is a group activity where class participation (for those not presenting) also counts! Presentations will be made by *up to* 2-3 students in cooperation with one another and will be delivered at the beginning of class on the first class (Tuesday) of each non-exam week. Information about signing up for any of the available weeks, along with specific information about expectations, is included in a separate hand-out available on Carmen.

**Note regarding exams (the ‘make-up’ policy):**

I do not give make-up exams unless they are warranted—I will only give make-up exams for those with medical or family emergencies, and for which *satisfactory documentation is provided*. Satisfactory documentation should say that you were unavailable on the date during the time of the exam. For example: if you are sick on the day of the exam, send me an email ASAP so I am

aware of the situation. When you go to the doctor’s office, make sure you get documentation with the date, time, and reason for the visit (including why you could not make it to the exam).

Alternatively, if you have any work-related or athletics-related events that conflict with the exam dates that have already been scheduled, you **MUST** tell me ahead of time (e.g., a month or so, so that we can schedule an appropriate time in advance). **DO NOT WAIT UNTIL THE LAST MINUTE.**

For the position paper, I will not accept late assignments. Written assignments (with the exception of a draft-paper, see above) **must be submitted to turnitin.com** by the assigned due date. I am more than happy to correspond with any of you regarding your outlines or drafts via email and/or in person, but the final product will not be accepted via email or in hard copy—I will only retrieve final papers for grading through turnitin.com **by the assigned due date and time** (don’t worry, you will have most of the semester to write it ☺).

Thus, by signing up for this course, you agree that it is your responsibility to adjust your schedule and commitments to accommodate the schedule of exams as well as the final paper assignment and its components. In the event that a make-up exam is merited, I am flexible, and any appointments can be worked out in advance. Once an appointment has been made, however, please stick to it—there are *especially no make-ups for make-ups*, so please do not be late or miss the appointment. Make-up exams will not be in the same format as the in-class exams (i.e., they will be essay-based exams for which a strong command of the material covered in class and in the readings will be required).

Letter grades will be assigned according to the standard OSU grading scheme:

93.00 – 100	A	80.00 – 82.99	B-	67.00 – 69.99	D+
90.00 – 92.99	A-	77.00 – 79.99	C+	60.00 – 66.66	D
87.00 – 89.99	B+	73.00 – 76.99	C	0 – 59.99	E
83.00 – 86.99	B	70.00 – 72.99	C-		

### Academic misconduct

**It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.**

### TURNITIN.com:

This course will utilise turnitin.com for assignments to be handed in for evaluation. In order to receive credit for assignments, *you must submit an electronic copy of your work* to turnitin.com. Turnitin matches papers against published and online sources, as well as against its own database of previously submitted papers from other OSU students or other subscribing institutions.

Information on how to register and submit written work on turnitin.com will be forthcoming, and will be distributed through email and on Carmen in the first week or two of the course.

## **Disability Services:**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

### **Course materials:**

Most of the materials will be available on Carmen, or through links provided in this syllabus (if from a source like the Economist, Euractive, or VoxEU), except for the required material below.

### **Required book:**

- Cini & Borragán (eds.). 2016. *European Union Politics*, Fifth Edition. Oxford University Press.
  - ISBN: 978-0-19-870893-3

This book may be purchased from amazon.com, and should be available at the University bookstore. All readings on the syllabus from this source will not be posted on Carmen.

There are also a few resources that I have listed as ‘recommended’; though any excerpts from these sources will be listed on Carmen, they may prove useful as references for your work if you plan to study EU politics in the future (they might also be helpful for your research paper). I am happy to suggest additional resources if you are interested—just let me know!

### **Recommended/additional resources:**

- Nugent. 2010. *The Government and Politics of the European Union*, Seventh Edition. Palgrave Macmillan.
- Hix and Høyland. 2011. *The Political System of the European Union*, Third Edition. Palgrave MacMillan.
- Peterson and Shackleton (eds.). 2012. *The Institutions of the European Union*, Third Edition. Oxford University Press.

**Format:**

Lectures and class discussions are designed to complement the readings assigned in this course, but neither substitute for the other—in other words, we won't go over all of the readings with a fine-tooth comb, and you might not find class-discussed or reviewed materials in the readings. Thus, you will get the most out of this class by completing reading assignments before the first session of each week and by attending all the lectures. The readings for this course average roughly 60-100 pages per week, with the totals varying from week to week depending on the topic.

Some of the scholarly articles and book chapters within topics present opposing and conflicting arguments. It is thus important to read actively and critically—there is no “Truth with a capital-T” or guaranteed correct answer. The purpose of this course (as well as the position paper due at the end of the class) is for you to take note of the broad questions prompted by this course (or those of your own design) and identify, compare, and evaluate the relevant competing arguments (in the case of the paper, choose one).

The readings for this course complement lectures and class discussion, but neither can totally substitute for one another. You will learn the most and best follow the lectures if you complete the readings before coming to class. The readings are designed to reinforce lecture materials, set topic outlines and agendas, and to introduce you to the relevant dialogues and questions about important issues, all the while encouraging critical thinking and improving analytical reading skills. For example, with most topics outlined below, broad questions are presented that might assist in tying concepts discussed in the abstract to everyday application.

While I will not take attendance regularly, there will be in-class discussions and activities that relate to the material covered for that week or section—showing up for these and actively taking part is an easy source of points, and will contribute to your participation grade.

Finally, I am always available to answer questions or discuss any course-related material with you—if you would like to reach me outside of class or office hours, please email me. I am generally pretty good about responding, but if I am too slow, please feel free to send me reminders! If you have a question about the course in general, *please consult the syllabus and Carmen first.*

### **Schedule of lectures and required readings**

*As instructor, I reserve the right to alter the schedule or reading assignments, with due notice.*

#### **Introduction**

**11 Jan.** – Syllabus and introduction to the course

- No readings!

#### **Part I: History** (Weeks 1 – 2)

*What are the origins of the EU, and how do they impact the way things work today?*

**13, 18, 20 Jan.** – A Brief History of the EU

- Nugent. 2010. *The Government and Politics of the European Union*, Seventh Edition. Palgrave Macmillan. Parts I and II (pp. 1-86)

*In-class presentations start Week 3 (25, 27 Jan.), and run through the end of the Semester (with the exception of exam/review dates). Make sure you are signed up to present at some point during the Semester BEFORE the end of the day on January 20.*

**Part II: Institutions** (Weeks 3 – 8)

*How does the EU accomplish its policy goals, and who or what are some of the major players?*

**25, 27 Jan.** –Institutions and Integration, and how to study them

*What do we mean by “institutions” and “integration”? How do we study these things in the European/EU context? Finally, the million-Euro question: what is the EU, and how should we approach it?*

- Cini and Borragán (eds.). 2015. *European Union Politics*. Fifth Edition. Oxford University Press. Chapters 4-6 (pp. 51-96)
- Hall, Peter, and Rosemary C. R. Taylor. 1996. “Political Science and the Three New Institutionalisms.” *Political Studies* 44: 936-957.

**1, 3 Feb.** – The European Commission

*Is this an executive branch, or is it a bureaucracy?*

- Hix and Høyland. 2011. *The Political System of the European Union*, Third Edition. Palgrave MacMillan. Chapter 2 (pp. 23-47).
- Cini and Borragán (eds.). 2015. *European Union Politics*. Fifth Edition. Oxford University Press. Chapter 9 (pp. 125-137)
- Hooghe. 2004. *The European Commission and the Integration of Europe*. Cambridge University Press. Chapter 6 (pp. 142-167).

*Paper topics are due by the beginning of class on February 3 via turnitin.com. Hardcopy/email submissions will not be accepted. Comments/feedback will be distributed at the end of class February 8.*

**8, 10 Feb.** – The Councils

*Are these executive or legislative branches?*

- Hix and Høyland. 2011. *The Political System of the European Union*, Third Edition. Palgrave MacMillan. Chapter 3 (pp. 49-74).
- Cini and Borragán (eds.). 2015. *European Union Politics*. Fifth Edition. Oxford University Press. Chapter 10 (pp. 138-154).

**15, 17 Feb.** – The European Parliament and Parties

*Is the EP a legislature or an assembly-just-for-show? Are European Parties actually parties?*

- Cini and Borragán (eds.). 2015. *European Union Politics*. Fifth Edition. Oxford University Press. Chapter 11 (pp. 155-166).

- Hix. 2002. “Parliamentary Behaviour with Two Principals: Preferences, Parties, and Voting in the European Parliament.” *American Journal of Political Science* 46(3): 688-698.

**22, 24 Feb.** – The European Court of Justice  
*Judicial review or judicial activism?*

- Cini and Borragán (eds.). 2015. *European Union Politics*. Fifth Edition. Oxford University Press. Chapter 12 (pp. 167-178).
- Alter. 1998. “Who Are the ‘Masters of the Treaty’?: European Governments and the European Court of Justice.” *International Organization* 52(1): 121-147.

**1, 3 March** – European Central Bank and its acronymed accomplices  
*Is this a central bank, a toothless fiscal watchdog, or something else?*

- Peterson and Shackleton (eds.). 2012. *The Institutions of the European Union*, Third Edition. Oxford University Press. Chapters 9 and 11 (pp. 199-218, 241-264).
- Wyplosz. “Who’s afraid of the Eurozone?” VoxEU.org, 10 June 2004, accessible at <  
<http://www.voxeu.org/article/whos-afraid-eurozone>>
- Boltho and Carlin. 2012. “The problems of European monetary union – asymmetric shocks or asymmetric behaviour?” VoxEU.org, 31 March 2012, accessible at <  
<http://www.voxeu.org/article/problems-eurozone>>

*Outline with annotated bibliography for final paper is due at the beginning of class on March 3 via turnitin.com (so you can enjoy the break afterwards ☺). Comments will be handed back upon your completion of the Mid-term on March 10.*

**8 March** – Mid-term review

**10 March** – Mid-term exam (History, Institutions, and Integration)

**15, 17 March** – Spring Break, no classes

**Part III: Current state, challenges, and the future** (Weeks 10 – 15)

**22 March** – “Democratic Deficit”

*What does this mean? Is the EU actually “democratic”?*

- Follesdal and Hix. 2006. “Why there is a Democratic Deficit in the EU: A Response to Majone and Moravcsik.” *Journal of Common Market Studies* 44(2): 533-562.

**24 March** – EU Enlargement

*Is it a zero-sum game between deepening vs. widening?*

- Cini and Borragán (eds.). 2015. *European Union Politics*. Fifth Edition. Oxford University Press. Chapter 16 (pp. 227-240).

- Steunenber, Bernard and Antoaneta Dimitrova. 2007. “Compliance in the EU Enlargement Process: The Limits of Conditionality”, *European Integration Online Papers*, 11, 5, <http://eiop.or.at/eiop/texte/2007-005a.htm>.

### **29, 31 March** – Nationalism and Euroscepticism

*Reactionary or real concern?*

- Economist. 2014. “The Eurosceptic Union: The impact of the rise of anti-establishment parties, in Europe and abroad.” From the print edition, 31 May 2014, accessible at < <http://www.economist.com/news/europe/21603034-impact-rise-anti-establishment-parties-europe-and-abroad-eurosceptic-union>>
- Taggart. 1998. “A Touchstone of Dissent: Euroscepticism in Contemporary Western European Party Systems.” *European Journal of Political Research* 33: 363-388.
- Halikiopoulou, Nanou, and Vasilopoulou. 2012. “The Paradox of Nationalism: The Common Denominator of Radical Right and Radical Left Euroscepticism.” *European Journal of Political Research* 51(2): 504-539.

### **5, 7 April** – The humanitarian crisis

*Migrants, refugees, and asylum seekers—do we need ‘more Europe’?*

- De Master and Le Roy. 2000. “Xenophobia and the European Union.” *Comparative Politics* 32(4): 419-436.
- Johns, Michael. 2003. “‘Do as I say, Not as I Do’: The European Union, Eastern Europe and Minority Rights.” *East European Politics and Societies* 17(4): 682-699.
- Fisher and Taub. “The refugee crisis: 9 questions you were too embarrassed to ask.” *Vox.com*, 9 September 2015, accessible at < <http://www.vox.com/2015/9/9/9290985/refugee-crisis-europe-syrian>>

### **12, 14 April** – Should we (not?) pay in Euros or Drachmas?

*European financial crisis: Causes, challenges, solutions?*

- Economist. 2011. “The Causes: A Very Short History of the Crisis.” From the print edition, 2011 Nov 12, accessible at <<http://www.economist.com/node/21536871>>
- De Grauwe. 2010. “Crisis in the Eurozone and how to Deal with It.” CEPS Policy Brief No. 204, February 15, 2010.
- Underhill and Blom. “The case for policy change: Democratic legitimacy of EMU cannot be an afterthought in solving the crisis.” *VoxEU.org*, 19 March 2013, accessible at <<http://www.voxeu.org/article/democratic-legitimacy-eurozone>>
- Nieto and White. “Will bank supervision in Ohio and Austria be similar? A transatlantic view of the Single Supervisory Mechanism.” *VoxEU.org*, 22 March 2013, accessible at < <http://www.voxeu.org/article/will-bank-supervision-ohio-and-austria-be-similar-transatlantic-view-single-supervisory-mechanism>>

*Optional (for extra credit points towards the final paper grade)—hand in a draft of your final paper in hardcopy or via email by the end of the day April 12. Please make sure it is double-spaced. You will receive the paper with feedback within about a week or so 😊*



**19 April** – Dealing with the neighbours

*Ukraine, Middle East, North Africa...one foreign policy or 28?*

- Smith, Nicholas Ross. 2014. “The EU’s Difficulty in Translating Interests into Effective Foreign Policy Action: A Look at the Ukraine Crisis.” *Baltic Journal of European Studies* 4(1): 54-68.
- Gordon, Philip H. 1997. “Europe’s Uncommon Foreign Policy.” *International Security* 22(3): 74-100.
- Missiroli, Antonio. 2010. “The New EU ‘Foreign Policy’ System after Lisbon: A Work in Progress.” *European Foreign Affairs Review* 15(4): 427-452.
- Economist. “Meanwhile on planet Brussels.” Blogs: Charlemagne, 18 October 2011, accessible at <http://www.economist.com/blogs/charlemagne/2011/10/eu-foreign-policy>>

**21 April** – Final Exam Review

**Friday, April 28, 8:00am – 9:45am: FINAL EXAM**

- **Position Paper due on turnitin.com at the beginning of exam-time.**