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**St. Lawrence University**  
**Semester in London Programme**  
**Autumn 2010**

## **ECONOMIC INTEGRATION OF THE EUROPEAN UNION**

The course will provide a comprehensive examination of the processes of European economic integration, and offers a critical analysis of EU policies in their broader political-economic context. In addition, the course also addresses the peculiar and often problematic relationship between Great Britain and the EU, while also focusing on the external dimension of Europe in the global economy.

The course is therefore divided into two parts: Part I gives an insight into the main historical currents and key institutional mechanisms. Part II analyses the main economic policies, which continue to shape the integration processes of the EU: on the one hand, the internal policies (including the Single Market, Economic and Monetary Union, cohesion or the Common Agricultural Policy) and on the other hand external policies which have an effect on non-EU countries ranging from External Trade and the WTO to EU enlargement.

### **Course Text:**

Andreas Staab. *The European Union Explained*. Indiana University Press 2008

This book does not represent an in-depth analysis of the EU, but is instead designed as an accessible introduction for those readers who do not possess any knowledge of European affairs. As such, students are strongly advised to regard the book as elaborate lecture notes, which necessitate the use of additional, academic sources, including the ones listed below. The contents of this book correspond to the outline of this course with the exception of our sessions on the credit crunch and the environment, which this edition of the book does not cover.

### **Other Reference Texts** *(some of them available at our library)*

1. Desmond Dinan. *Ever Closer Union: An Introduction to European Integration*. Palgrave, 2005
2. Garcia, Clayton and Hobley. *The Students' Guide to European Integration*. Polity Press, 2004
3. Ali M. El-Agraa, *The European Union: History, Institutions, Economics and Politics*, Prentice Hall, 2004.
4. N. Nugent. *The Government and Politics of the European Union*. London: Macmillan, 2006.
5. H. Wallace (ed). *Policy Making in the EU*. Oxford University Press. 2010.
6. Simon Hix. *What's wrong with the EU and how to fix it*. Polity Press. 2008.

### Essential Reference Sources:

**Official Web Site of the EU:** <http://europa.eu>

**The Financial Times:** [www.ft.com](http://www.ft.com)

**The Economist:** [www.economist.co.uk](http://www.economist.co.uk)

**The Guardian:** [www.guardian.co.uk](http://www.guardian.co.uk) a daily newspaper with a comprehensive archive

**www.euractiv.com:** internet portal sponsored by the Commission with large topic range.

### Study visits

- Outside of the class room the course also aims to integrate a number of study visits. We will rely to some extent on the nearby London School of Economics; one of the world's top universities, which regularly invites public speakers of extremely high calibre. We will decide in class which public lecture we should attend.
- Together with the Brit Pol group we will also attend a public debate on assisted suicide. While this subject has little to do with the EU (although cynics might suggest otherwise) the format and intellectual depth of this session are nonetheless remarkable and worth our attention. The debate will take place on Tuesday, October 19 between 6.30 and 8.45 at the Royal Geographic Society in Kensington Gore (Tube South Kensington).
- We will also go to the House of Lords to attend a session on the Committee responsible for EU affairs. It is notoriously difficult to schedule such a visit as the weekly calendar of the House of Lords is only published on the preceding Friday. We therefore might have to change proceedings at very short notice. I have provisionally scheduled Wednesday, November 3.

### Rules and Procedures (with particular reference to class participation):

Attendance at the sessions and excursions is obligatory. The sessions combine introductory lectures, presentations, discussions and group work. Presentations should provide an introduction to the key themes which open the seminar for further discussion. In some sessions, students are asked to participate in debates, during which presenters should aim to make controversial (but reasoned) contributions, questioning the other presenters' points of view. Shared preparation will enhance the quality (and enjoyment) of the debates. In general, you are expected to prepare and contribute to ALL seminars. The objective of the seminar is to develop curiosity in the subject, to exchange information and to explore approaches and debates. **Students are expected to prepare for each session, to the extent that they are able to point to the key problems and challenges of each topic.**

## **Course Outline:**

### **Part I: Understanding the European Union**

Sep 1 and 7	Historical Analysis of European Integration: From Paris to Nice
Sep 8, 14 and 15	The EU's institutional set up <u>Please note: First Essay handed out</u>
Sep 21 and 22	<u>no class</u> : compensation for LSE visit and Intelligence Squared debate

### **Part II. Common Policies**

Sep 28	The Single Market and Competition
Sep 29	Common Agricultural Policy
Oct 5	Cohesion
Oct 6	<u>In class Exam</u>
Oct 12 and 13	<u>No class</u> : Term Break
Oct 19: 1.30 – 3.30	Enlargement
Oct 19: 6.30 – 8.00	Intelligence Squared Debate: assisted suicide
Oct 20	Economic and Monetary Union
Oct 26	Economic and Monetary Union
Oct 27	Credit Crunch and Economic Crisis in Central and Eastern Europe
Nov 2	Environment
Nov 3	Visit to the House of Lords. Meeting time and place TBA
Nov 9	External Trade
Nov 10	Common Foreign and Security Policy
Nov 15 – 19	Exam Week I

### **Still to be confirmed:**

- Public lecture at the London School of Economics
- Visit to the House of Lords

## **Historical Analysis of European Integration: From Paris to Nice**

### **Questions:**

1. What is Europe
2. Is there anything that divides Europeans?
3. Is there anything that Europeans have in common?
4. What are the key issues facing the EU in the next ten years?
5. How similar/different is the EU from other political systems?

**Essential Reading:** Dinan, Ch. 1-6

**Additional Reading:** Garcia et.al, Ch.1

## **EU Institutions: (European Council, Council of Ministers, Commission)**

### **Questions:**

1. How similar/different is the EU from other political systems?
2. What are the powers of the Commission, the Council (of Ministers) and the European Council?
3. Why has the Council delegated certain powers to the Commission?
4. Is the Council accountable? Is the Commission a 'government', a 'bureaucracy' or a 'regulatory agency'?

**Essential Reading:** Dinan, Ch. 7-8

### **Further Reading:**

Nugent ch. 6-8

Commission Web Site: [http://europa.eu.int/comm/index\\_en.htm](http://europa.eu.int/comm/index_en.htm)

Council Web Site: <http://ue.eu.int/en/summ.htm>

## **EU Institutions: (European Court of Justice, European Parliament)**

### **Questions**

1. What is the democratic deficit in the EU?
2. What are the organisational shortcomings of the EP in pursuing its democratic function?
3. Can the ECJ influence the direction of European integration?

**Essential Reading:** Dinan ch. 9-10

### **Further Reading:**

Nugent ch. 9-10.

El Agra, ch.3

## **The Single Market and Competition**

### **Questions:**

1. How is market regulation different to redistribution?
2. Has the Single Market resulted in the erosion of national differences and idiosyncrasies? Has Europe lost its cultural variety?
3. Is EU competition policy free market or interventionist?

**Essential Reading:** Dinan, ch.13

**Further Reading:** El Agra, Ch. 8, 9

Garcia et.al, Chs.12, 17.. Wallace, ch.4-5

**Presentation:** Did Thatcher approve of the Single Market? If so, why?

## **The Common Agricultural Policy**

### **Questions:**

1. What explains the establishment of the CAP and why it is so difficult to reform?
2. Why are farmers more influential than consumers in the EU policy process?
3. What implications did the 2004 enlargement have for the CAP?

**Essential Reading:** Dinan, ch.12

**Further Reading:** El Agra, Ch.11, Garcia et.al, ch.14.. Wallace, ch.7

**Presentation:** How important is agriculture to Britain and to what extent does Britain benefit from the CAP?

## **Cohesion and Redistribution**

### **Questions**

1. Is EU cohesion policy simply a 'side-payment' to buy support for European integration?
2. Has EU cohesion reduced economic disparities in the EU?
3. How important are regions and sub-national interests in shaping EU cohesion policies?

**Essential Reading:** El Agra ch. 18, 19.

**Further Reading:** Garcia et.al, Ch.15. Wallace, ch.9. L.Cram, ch.9

**Presentation:** explain the regions in the UK and the extent to which they have benefited from cohesion (you might want to list some projects that the EU helped to finance).

## **Enlargement**

### **Questions:**

1. What impact has the fourth enlargement had on the working and agenda of the EU?
2. What explains the agenda and speed of EU enlargement?
3. What are the costs and benefits of eastern enlargement for the EU?

**Essential Reading:** Dinan, ch.5

**Further Reading:** Garcia et.al, Ch.21. El Agra, Ch. 24, Wallace, ch.16. L.Cram, ch.14

**Presentation:** Should Turkey join the European Union

## **Economic and Monetary Union:**

### **Questions:**

1. What are the economic and political costs and benefits of EMU?
2. What explains the adoption of the EMU project?
3. How can 'asymmetric shocks' be dealt with in EMU?

**Essential Reading:** El Agra. Chs. 5, 17, Dinan, ch.15

**Further Reading:** Garcia et.al. Ch.13. L.Cram, ch.16. Wallace, ch.6. Dinan, ch.16

**Presentation:** Should Britain join the Euro?

## **Credit Crunch and Crisis in Central and Eastern Europe**

### **Questions**

1. How did the credit crunch come about?
2. How did international actors respond to the crisis?
3. Are these measures sufficient to prevent a return of the crisis?
4. How did the credit crunch affect central and Eastern Europe?
5. Does the economic situation in Central and Eastern Europe undermine the EU integration project?

**Essential Reading:** Andreas Staab: Chapter on EMU in 2<sup>nd</sup> edition of "The EU Explained (hand out)

**Further Reading:** internet research on Euro crisis in Greece, as well as credit crunch in central and eastern Europe (strongly recommended: guardian.co.uk)

**Presentation:** Will the Euro survive?

## **Environment**

### **Questions:**

1. Does the environment policy have the potential to add legitimacy to the EU's integration project?
2. What has the EU achieved so far in protecting the environment?
3. Where has the EU failed?

**Essential Reading:** Andreas Staab: Chapter on Environment in 2<sup>nd</sup> edition of "The EU Explained (hand out)

**Further Reading:** Wallace. Relevant chapter

**Presentation:** Is the EU good for the environment?

## **External Trade**

### **Questions:**

1. Is the EU's common commercial policy protectionist or free trade?
2. What explains the making of EU trade policy?
3. What impact does the EU have on the international trading system?
4. Is the EU better off competing or collaborating with the US in economic matters?

**Essential Reading:** Dinan, chs.16 and 18

**Further Reading:** El Agra, ch. 22, L.Cram, ch.11

**Presentation:** Is the EU better off competing or collaborating with the US in trade matters?

## **Common Foreign Policy**

### **Questions:**

1. Who represents the EU abroad?
2. Is there a coherent foreign policy in Europe?
3. What are the instruments, which the EU employs to pursue its common foreign policy?

**Essential Reading:** Dinan, ch.17

**Further Reading:** Garcia et.al, Ch.17. Wallace, ch.17. P.Heywood, ch.3

**Presentation:** In global politics, does the EU pursue more than an economic agenda?

## **ASSESSMENT GUIDELINE**

1. PRESENTATIONS, CLASS PARTICIPATION, WORKSHOPS: 20 %
2. FIRST ESSAY: 20 %
3. IN CLASS EXAM: 20 %
4. FINAL EXAM: 40 %

### **1. PRESENTATIONS, CLASS PARTICIPATION**

Over the course of the semester, you are required to give one presentation per term. Presentations should be **no longer than 25 minutes** and should provide the seminar group with a discussion base. Hence, presentations ought to cover key factual points, but should also give some 'food for thought'. In addition the presentation should also highlight one internet source of your choice and should offer fellow students advice on the suitability of this source (informative, accurate, good/bad points, etc.)

### **2. TAKE HOME ESSAYS: First Essay and Final Exam**

Over the course of the term, you will be given two take home essays. The first essay will be handed out on Wednesday, September 15 and is due on Tuesday September 28. The second essay represents our final exam which will be handed out on Wednesday, November 10 (due Friday November 19). For both of these essays, proper referencing, footnotes and a bibliography are expected and at least five sources per essay should be consulted. There is a strict space limit of **1000 words**.

### **3. IN CLASS EXAM**

A 90-minute in class exam will take place on Wednesday, October 6 between 1.00 and 2.30. Students will be given a choice of questions, out of which they have to answer one. The Questions will relate to those policies of Part 2 that the course will have analysed at that stage. Students are allowed to use their course notes. However, books, articles, print-outs and laptops/computers are not permitted. Students are allowed to use their course notes. However, books, articles, and laptops/computers are not permitted.

### **4. GRADING SYSTEM**

Each of these four modes of assessment will be graded on a scale from 1 – 10. The final grade represents the average score of these 4 assessments based on the following scale.

4.00	10 points (outstanding intellectual and organizational achievement)
3.75	9 points (exceptional)
3.50	8 points (very good)
3.25	7 points (good)
3.00	6 points (average)
2.75	5 points (satisfactory)
2.50	4 points (limited)
2.25	3 points (deficient)
2.00	2 points (severe shortcomings)