

## ECON/POL 321Ea European Union

### Course objectives

The aim of this course is that on its completion students will have a much better understanding of the 'identity' and functioning of, not to mention challenges faced by, the EU both as a geographical regional polity and as a highly complex on-going process of political, economic and cultural integration.

### Methodology

Given the course objectives stated above, and the highly complex nature of the subject matter, the course adopts *multidisciplinary* approach: historical, geographical and cultural aspects considered necessary accompaniments to the main politico-economic framework adopted

### Course description:

After initially situating the students within the context of the present EU of 28 members, the course begins by offering the students an historical overview of the motives and often conflictual forces lying behind the creation and subsequent development of the EU, best reflected in the main treaties signed: Paris, Rome, SEA, Maastricht, etc. Policy-making is notoriously complex in the EU. Getting to grips with it demands a clear understanding of the role and responsibilities of its principal institutions – the European Council, Council, European Commission, European Parliament, and European Court of Justice – and how they interact with each other (and national governments), to produce hybrid 'supranational' laws/policy initiatives; a complex policy process, which of course, is not without its many detractors.

At the heart of the EU is the Single Market and its connected Competition Policy. As regional/global social forces push the *four freedoms* and deepen the process of economic integration (not without some resistance) pressure for Economic and Monetary Union (EMU) increases. How and why the member states chose to abandon their currencies in favor of an untested common currency needs to be examined, as do the structural challenges facing the on-going management of the *eurozone* (especially pertinent during the present debt crisis), and the *euro's* effects both on the region and the international monetary system at large.

Yet the EU claims to be more than just an 'economic club'; frequently stressing how its various collectively financed common policies have improved the quality of life of its citizens. The Common Agricultural Policy (CAP) is the most expensive of these, and the focus of much debate. Are the critics justified in their demand that it be dismantled?

The EU's place in the world is then addressed. While accepting the intrinsic interconnection of politics and economics the course will first consider Europe's foreign policy concerns, interests and responses to challenges arising in the globalized post-Cold War world before assessing the region's Common Commercial Policy with the rest of the world, notably the US, ACP Countries, and China.

Finally the course turns to tackle the issue of enlargement, studying how the process occurs. The recent expansion of the EU has posed many challenges for 'old' and 'young' members alike, requiring substantial economic and institutional reform and accompanied by debates on efficiency, democracy, equality and identity. Such debates are intensified even further with regards the possible future incorporation of Turkey. What are the arguments for and against the latter being allowed to join the EU.

## **Class schedule**

### **1. HISTORICAL CONTEXT**

#### **1 – Presentation of course; the idea of the EU**

Class hand-outs  
McCormick pp.24-47

#### **2 – Post-War European & US; the Cold War**

Class hand-outs  
McCormick pp.48-52

#### **3 – First tentative steps to integration (1948-1952)**

Class hand-outs  
McCormick pp.52-54

### **2. EVOLUTION OF THE EU: KEY TREATIES**

#### **4 – Treaty of Rome, Britain & EFTA**

Class hand-outs  
McCormick pp.54-59

#### **5 – Single European Act & the Treaty of Maastricht**

Class hand-outs  
McCormick pp.59-64

#### **6 – Developments Post-Maastricht**

Class hand-outs  
McCormick pp.64-73

#### **7 – QUIZ + Debate**

### **3. INSTITUTIONAL FRAMEWORK**

#### **8 – Functioning of key EU institutions I:**

Class hand-outs  
McCormick pp.74-97

#### **9 – Functioning of key EU institutions II:**

Class hand-outs  
McCormick pp.74-97

#### **10 – NO CLASS**

#### **11 – Law-making in the EU**

Class hand-outs  
McCormick pp.74-97

**4. EU POLICY-MAKING PROCESS****12 – Principles, policy environment & policy cycle**

McCormick pp.123-138

**13 – Features of the policy process**

McCormick pp.9-10, 138-142

**14 – The EU and its Citizens**

McCormick pp.98-122

**15 – MIDTERM EXAM****5. ECONOMIC & MONETARY UNION (EMU)****16 – Early interest/attempts at EMU**

Class hand-outs

McCormick pp.162-170

**17 – Maastricht, stages, criteria & launch of EMU**

Class hand-outs

McCormick pp.162-170

**18 – Functioning & management of eurozone**

Class hand-outs

McCormick pp.162-170

**19 – The Euro: present & future challenges**

*Class hand-outs*

*McCormick pp.162-170*

**6. ECONOMIC POLICY****20 – The Single Market**

*McCormick pp.148-156*

**21 – Competition Policy**

*Class hand-outs*

*McCormick pp.156-162*

**22 – EASTER (NO CLASSES)****7. OTHER KEY COMMON POLICIES****23 – The Common Agricultural Policy**

*Class hand-outs*

*McCormick pp.176-180*

**24 – External Economic Relations: CCP, EU-US relations**

*Class hand-outs*

*McCormick pp.206-218*

**25 – External Economic Relations: EU-ACP, EU-China relations***Class hand-outs**McCormick pp.206-218***26 – Foreign Policy Issues***Class hand-outs**McCormick pp.196-206***28– Enlargement I: Process; pros/cons of enlargements***Class hand-outs**McCormick pp.32-39***29 – Enlargement II: Turkey***Class hand-outs**McCormick pp.32-39***30 & 31 - FINALS**

**N.B.** The syllabus may be subject to change

**Readings**

**Required text book** (available from *Vértice Bookshop*)

McCormick, John, *Understanding the European Union: a Concise Introduction*, 5th Edition (Basingstoke, Hampshire, Palgrave Macmillan, 2011).

**Class hand outs**

Throughout the course various worksheets and articles will be handed out to students taken from official EU sources, academic journals or the press.

**Some useful webs**

[www.europa.eu.int](http://www.europa.eu.int) - EU web-page - history, policies, legislation, statistics, decisions,

[www.eurunion.org/infores/euguide/euguide.htm](http://www.eurunion.org/infores/euguide/euguide.htm) - The EU: a Guide for Americans

[www.consilium.europa.eu/](http://www.consilium.europa.eu/) - Council web-page

[www.economist.com](http://www.economist.com) - Analytical articles on world economic/political affairs

[www.ft.com](http://www.ft.com) - EU & World news, economy, country profiles, corporate activities, shares

[www.guardian.co.uk](http://www.guardian.co.uk) – UK daily, broad range of national/international news articles

[www.jeanmonnetprogram.org](http://www.jeanmonnetprogram.org) - Selection of EU law & politics articles

[www.nytimes.com](http://www.nytimes.com) - World news, critical editorials

[www.realinstitutoelcano.org/default\\_eng.asp](http://www.realinstitutoelcano.org/default_eng.asp) - Real Instituto Elcano - Spain, IR, politics articles

[www.uaces.org/JCMS.htm](http://www.uaces.org/JCMS.htm) - Essays/articles on wide-covering EU issues

**Course Requirements and Grading**

Assessment for the course consists of one short quiz and two exams (all written) and an oral presentation (in pairs/small groups) on an assigned relevant topic. With regards the oral presentation, on the day of their presentations each students have to hand the following document for their section: an outline, a bibliography and a half page summary (TMR 12, single space). Students will be graded individually

Finally, students will be required to complete assigned readings/summarize articles etc outside class and to actively participate in class discussions, which will be reflected in their 'participation' grade. (N.B.: 'being there' does not = 'participation').

The distribution of the final grade is the following:

Quiz	15%	Midterm Exam	25%
Presentation	15%	Final Exam (TBA)	25%
Participation	20%		

The dates for the quiz, exams and presentation will not be changed under any circumstances.

Spanish grades run: 10-9.0 (A), 8.9-7.0 (B), 6.9-5.0 (C), 4.9-0 (F)

### **Attendance, Punctuality and General Course Policies**

Attendance is mandatory. If there is justifiable excuse for missing class, some form of documentation (e.g. doctor's note) must be provided to the proper authorities. Any student missing class must catch up on the lost notes from fellow students.

More than 3 unexcused absences will result in the lowering of the grade. Students with more than 2 such absences may not challenge the final grade received.

Punctuality is required. If a student arrives more 15 minutes late it will constitute a 0.5 absence. However no student will be permitted entrance more than 25 minutes after the beginning of the class and hence will be marked absent.

Please keep your cell phones turned off during class.

Strictly no food to be consumed in class.

### **Academic Dishonesty**

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly (using footnotes or endnotes and a bibliography).

### **Students with Disabilities**

If you have a disability that requires special academic accommodation, please speak to your professor within the first three (3) weeks of the semester in order to discuss any adjustments. It is the student's responsibility to provide the International Center with documentation confirming the disability and the accommodations required (if you have provided this to your study abroad organization, they have most likely informed the International Center already but please confirm).

### **Behavior Policy**

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

**Calendar**

Quiz: February

Midterm Exam: March

Presentation: TBA

Final Exam: May

**Holidays**

Easter

Feria