Purpose of Course

In 2012, the European Union was awarded the Nobel Peace Prize for its role in furthering international cooperation and integration. Today, with the rise of anti-EU populist parties, the continued malaise of the financial crisis, and the upcoming exit of Britain as a member state the outcome of this 'experiment' in international cooperation is in question. The pillar of international cooperation is currently facing an existential crisis. Despite the calls of the decline of Europe, the EU is the world's largest economy. The EU plays a leading role in Foreign-Direct-Investment throughout the world, and is the world’s largest trading partner. Due to its global importance and current transitional position the study of the EU is of increasing importance.

This course will act as an introduction to the politics of the European Union. In light of events over the past decade there have been constant questions about the viability of the political and economic integration among EU member states. Although a complete disintegration of the EU is an unlikely outcome in the next few years, the composition of the EU will certainly be influx. In order to understand the challenges that are facing the EU it is imperative to understand how and why the European Union formed, and the current structure of the EU decision making institutions. With this background we can focus on the issues that EU member states face today. The teaching goal of this course is to provide an understanding of development, structure, and challenges of the EU. The substantive application of this knowledge will allow students the necessary background to critically analyze the complex issues that are currently facing the European Union and its member states.

Knowledge of the EU and its structure is applicable to students of multiple disciplines. The course will concentrate on both the political and economic factors behind the further integration of the EU. Since the political structure of the EU and its economic policies are intertwined, knowledge of how EU laws are made and enforced benefit both students who seek a greater understanding of political institutions, and those want to understand the economic implications of EU membership for each member state.

Required Books


Hanspeter, S. K. (2004). The European Central Bank-history, role and functions. European Central Bank.(e-copy will be provided)


Requirements for the Course

The following are the necessary assignments and grade allocation:

– **Country Report (10%)**: a common argument of many Eurosceptic groups is opposition to the single European Currency. The goal of this assignment is for each student to understand the factors involved in the decision whether to join the Eurozone or not. For this assignment, each student will be assigned an EU member country and will have to take a position as to what their country should do regarding the decision to join the Eurozone. Instead of assessing whether each country made the correct decision, the assignment will place each student at the negotiations of the Maastricht Treaty in 1992. The position of the paper (roughly 500 words) does not necessarily need to be the same that
the member country made, but the student will need to explain the current and historical economic situation of the member state, and the possible benefits or concerns that each member country faced in 1992.

- **Class Participation (15%)**: this grade will consist of the level of participation in class discussions. The expectation for class discussion is not only to participate, but to use assigned readings to further develop the class discussion.

- **Current Events Presentations (15%)**: One of the goals of the class is to provide the ability to better analyze the impact of current events in the European Union. Each week students will be required to read 2-3 assigned articles from periodicals (these will primarily be from the *Financial Times* and *Economist*). In addition, each student will have to provide three memos that provide the class with some background information on one of the articles. These memos will be short, roughly 200 words, and will help link our class to the current events of the European Union.

- **Midterm 30%**: The midterm will cover weeks 1-10 of the class. The goal of the midterm will be to test student's knowledge of the development and the structure of the European Union. The preparation for the exam will prepare the student for the final third of the class where we look at current challenges to the EU.

- **Final Project 30%**: For the final project each student will be assigned a member country different from their country report, and will have to negotiate for the terms of Britain's exit from the European Union. Each member country will have different incentives and concerns regarding the final decision, and it is the student's responsibility to take into account these differences and take a position as to what their terms are for Brexit. Each student will have to hand in a paper (roughly 1200 words) explaining their position and demands, and the last day of class will be allocated to a mock-summit where the terms of Brexit will be discussed and voted upon. Since the exit of the United Kingdom from the European Union is a major event in the history of the European Union, it is important that students have an in-depth knowledge of the process and concerns faced by member countries. Additionally, this project is meant not only for students to understand Brexit, but to also understand the process of a member country leaving, and how this will effect the shape of the EU in the coming decade.

**Additional Items**

1. **Ethics/Violations of Academic Integrity**: Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy:

   https://ucollege.wustl.edu/faculty/academic_integrity

   Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask your instructor.

2. **Inclusive Learning Environment Statement**: The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.
A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor or TA about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants-including faculty, staff, and students who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

3. Writing Assistance: For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

4. The University’s Preferred Name Policy for Students with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.

5. Sexual Assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

Sexual Assault Reporting: If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

6. Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

7. Mental Health: Mental Health Services professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

8. Attendance Policies: You are responsible for all material covered in lecture. That said, attendance for lectures and sections, while strongly encouraged, is only required for weeks where you have an in class presentation. These include weeks where you present current events, midterm, or mock summit.

9. Late Assignments: All assignments handed in after 8:30 pm the date that they are due are considered late. Late assignments will be docked 10% of the grade for said assignment. Late assignments not
handed in 24 hours after the due date in time will be docked an additional 10%. This will continue until project is received, or no deductions remain.

Schedule of Reading and Assignments

Development of the European Union

- Week 1 (August 31): Introduction

- Week 2 (September 7): Europe from 1917-1945
  Required Reading: Dark Continent, pp. 3-13, 22-29, 104-115, 212-221

- Week 3 (September 14): Political Integration of the European Union
  Required Reading: Dinan Chapters 4 & 6

- Week 4 (September 21): Economic Integration of the European Union
  Required Reading:
  The European Coal and Steel Community: A political and legal innovation G Bebr - The Yale Law Journal, 1953 (pp. 1-15)
  Hanspeter Chapter 1

- Week 5 (September 28): Expansion of the European Union
  Required Reading: Dinan Chapter 5

Political and Economic Structure of the European Union

- Week 6 (October 5): The Commission
  Required Reading: Dinan Chapter 7

- Week 7 (October 12): The European Council and the Council of Ministers
  Required Reading: Dinan Chapter 8

- Week 8 (October 19): The European Parliament
  Required Reading: Dinan Chapter 9

- Week 9 (October 26): European Judiciary
  Required Reading: Hix and Hoyland Chapter 4 (Copy will be available on Ares)

- Week 10 (November 2): European Central Bank
  Required Reading: Hanspeter Chapter 3

- Week 11 (November 9): Midterm

Current Issues Facing the European Union

- Week 12 (November 16): Financial Crisis in Europe


- **Week 13 (November 30): Rise and Success of Eurosceptic Parties**


- **Week 14 (December 7): Mock Brexit Summit**
  Final Projects will be due.