

**Fall 2011—Political Economy of European Integration (GO 219)—Prof. Ginsberg  
TT 12:40 am-2:00 pm—Ladd 207**

Office Hours (Ladd 314) TT 8:30-9:30 am and 11:00 am-12:30; Tuesdays 4:00-5:00 pm;  
and by appointment on Wednesdays; phone x5245 ([rginsber@skidmore.edu](mailto:rginsber@skidmore.edu))

Teaching Assistant Dominic Green '12—Office Hours (Ladd 314)--Tuesdays 8:30-11:00 am, 12:30-2:00  
pm, and 3:00-4:00 pm; Thursdays 8:30-11:00 am and 12:30-3:00 pm; phone 607-643-9056; dgreen1

**Ten Course Objectives**

- explore the contrasting themes of war and peace, unity and disunity, and conflict and reconciliation that haunt Europe—and provide the backdrop for today's European Union;
- develop a rounded, robust, nuanced, and interdisciplinary understanding of European integration over time by drawing on insights from the fields of comparative government, economics, history, law, and international relations;
- learn the differing visions and theories of—and national and other perspectives on—European integration to gain an appreciation of the complexity of today's European Union;
- secure a basic knowledge of how and by whom decisions are made in order to locate where power lies in the European Union;
- compare and contrast the governmental features of the European Union to those of another union of states across the Atlantic.....the United States;
- describe and explain key European Union internal and external policies, drawing on key concepts;
- critically evaluate the impact of the EU on the member states and citizens and on the outside world—for lessons learned, especially during the current Eurozone debt crisis;
- probe the possibilities of, and limits to, cooperation among sovereign states attempting new ways to combat old and new problems—and consider if and how the European Union serves as a useful model for overcoming interstate conflict in other parts of the world;
- sharpen such critical skills as comparative analysis, debate, research, oral presentation, policy analysis, problem solving, theoretical inquiry, and writing;
- prepare students for more advanced coursework in government and international affairs and study and/or work in the European Union countries

**Five Course Requirements**

- one quiz (15 percent) and one final exam (20 percent);
- two five-page think pieces—hard copy only (15 percent each);
- preparation for/participation in the Workshop on the State of the EU, Oct. 27-28 (10 percent);
- participation in scheduled in-class roundtable (10 percent);
- active participation (15 percent) in discussion of readings; exercises; responses to study questions; definitions of concepts; discussion of current events covered in the *Financial Times*, *Bulletin Quotidien Europe*, *The Economist* and assigned web-based sources; scheduled roundtables; and strict adherence to class attendance policy

### Required Texts and Use of Internet Sources for Think Pieces/Current Events

Ginsberg	<i>Demystifying the European Union: The Enduring Logic of Regional Integration</i>
Ginsberg and Penksa	<i>The European Union in Global Security: The Politics of Impact</i>
EU Website	<a href="http://europa.eu/">http://europa.eu/</a>
EU Public Opinion	<a href="http://ec.europa.eu/public_opinion/index_en.htm">http://ec.europa.eu/public_opinion/index_en.htm</a>
European Union Studies Assn.	<a href="http://www.eustudies.org">http://www.eustudies.org</a>
EU Mission to the U.S.	<a href="http://www.eurunion.org">www.eurunion.org</a>
U.S. Mission to the EU	<a href="http://www.useu.be">http://www.useu.be</a>
EU News/Press Releases	<a href="http://europa.eu/news/index_en.htm">http://europa.eu/news/index_en.htm</a>
Polish Presidency of EU	<a href="http://pl2011.eu/en">http://pl2011.eu/en</a>
World News/BBC	<a href="http://news.bbc.co.uk">http://news.bbc.co.uk</a>
<i>Financial Times</i>	<a href="http://www.ft.com/home/us">http://www.ft.com/home/us</a>
<i>Bulletin Quotidien Europe</i>	instructions for access provided in class

### Schedule of Lectures, Assignments, and Workshop Sessions

#### Part One: The European Union in History, Theory, and Law

9-8	Introduction to the European Union: A Thumbnail Sketch
9-13	Historical Foundations. Preface, Intro., Ch. 1 (pp. 9-36). Visit websites of the EU, Polish Presidency, U.S. Mission to the EU, and EU Mission to the U.S.
9-15	Historical Foundations continued. Ch. 1, pp. 37-56.
9-20	Theory of Modern European Integration. Ch. 2, pp. 57-68
9-22	Practice of Modern European Integration. Ch. 2, pp. 68-89
9-27	Economic Foundations. Ch. 3, pp. 91-101
9-29	Rosh Hashonah. Class rescheduled for workshop sessions
10-4	Legal Foundations. Ch. 3, pp. 101-123
10-6	Review Session in Preparation for Quiz and Think Piece
10-11	Contexts and Actors of EU Governmental Decisionmaking. Intro to Part II and Ch. 4
10-13	In-class quiz

#### Part Two: The European Union in Practice

10-18	Inside EU Governmental Decisionmaking. Ch. 5, pp. 143-166
10-20	Governmental Decisionmaking (continued). Ch. 5, pp. 166-184
10-25	EU and U.S. Comparative Government. Ch. 5, pp. 184-196
10-27	Internal Policies of the European Union. Ch. 6, pp. 197-221
10-27-10-28	Workshop on the State of the European Union (see attached program)
11-1	Internal Policies continued. Ch. 6, pp. 221-242. First think piece due at start of class.
11-3	External Policies. Ch. 7, pp. 245-260; and Ginsberg/Penksa, Preface and Ch. 1
11-8	External Policies continued. Ch. 7, pp. 260-290
11-10	The EU and Other International Security Providers. Ginsberg/Penksa, Ch. 4
11-15	Evaluating the CSDP. Ch. 9; Ginsberg/Penksa, Ch. 5

#### Part Three: Evaluating European Integration

11-17	Public Opinion, Political Opposition, and Domestic Politics. Ch. 8
11-22	The State of the EU at 60. Follow-up to the Workshop. Ch. 10
11-29	First Roundtable on Integration Theory
12-1	Second Roundtable on the Future of European Integration
12-6	Second Think Piece due with presentations
12-8	Course Conclusions and Evaluation

### **Instructions for Assignments and Criteria for Evaluation**

Participation and Contribution. Students are expected to bring the relevant reading to class each day, arrive on time to discuss reading and other assignments, and submit responses to study questions and key concepts as assigned. No unexcused absences are permitted. Missing class before Thanksgiving break in order to fly or drive home early is not an excused absence. Each unexcused absence beyond the first instance will result in a full letter drop in the participation grade. Three or more unexcused absences will result in a full-letter drop in the final grade. Four or more unexcused absences will result in failure in the course. If students cannot make class, for whatever reason, they are required to let Dr. G. know before the start of class by phone. Since late arrivals to class are disruptive, students arrive on time. For each late arrival beyond the first two, the student will suffer a half-letter grade drop in the participation grade. Due dates for assignments and scheduled exams, which are detailed in the syllabus, are fixed and cannot be changed. In fairness to students who meet deadlines, and to best prepare for the “zero tolerance” of late work in either graduate/law school or the workplace, no late submissions will be accepted. To anticipate last minute hitches, do not wait until it is too late to print out a document. Students are asked not to send the professor written work by electronic mail.

Study Questions. Responses to study questions—which serve as written assignments for students and lend structure to lectures and discussions—are required as assigned. The questions are designed to encourage students to think creatively and analytically on the basis of what they have learned in the reading. When you respond to study questions, explain what you mean by using examples. Be concrete. Dr. G. may require students either to submit their written responses for evaluation or to come to class prepared to discuss them. Study questions are included in quizzes/exams.

Key concepts are building blocks in students’ understanding of the basic principles of European integration. They are found at the end of each chapter. For each key concept students should provide a brief definition, offer a date and an example when appropriate, and explain how the concept is relevant to the study or practice of European integration. Students are more apt to learn, define, and remember key concepts if they first understand the context and significance of those concepts. Students may wish to reserve a section in their notebooks for a glossary or use note cards. Students should find their definitions only in either the assigned texts or in the lectures (and **not** other non-course sources). Dr. G. may require students either to submit their key concepts for evaluation or to come to class prepared to define key concepts in the course of discussion. Students’ knowledge of key concepts will be tested in quizzes/exams.

In a roundtable discussion, a group of participants, led by a moderator, focuses on a preassigned set of questions/themes. The discussion starts with an introduction of the participants and a summary of the issue or problem to be discussed followed by a *tour de table*. Each individual speaks 4-5 minutes. This is followed by a general discussion. The roundtable ends when the moderator asks each participant to summarize main points (2-3 minutes each). The criteria for evaluating student participation include: clarity, organization, and delivery of thought; substantiation of ideas; confidence; persuasiveness; quality of key points and responses; quality of preparation; and consultation with Dr. G.

Think pieces offer students an opportunity to write creatively, critically, and analytically about what they have learned. Thus, think pieces entail even more in-depth thought and elucidation of ideas than the study questions found at the end of the chapters. A think piece is not a research paper, but rather a thought-provoking essay that revolves around the support of creative and original ideas. Therefore, citations (endnotes) should be limited to necessary support of the student’s original ideas. A “works cited” page at the end of the paper should offer full bibliographic references.

Some of the most effective and compelling think pieces employ different creative media, e.g., a diary entry of an historical or contemporary figure; a dialogue or debate between historical or contemporary figures; a newspaper op ed piece or clipping; or a poem, interview, letter, memoir or speech. Students electing to use

such a creative medium ought to provide explanatory “bookends” in their piece—i.e., to describe and explain the choice of medium and to offer an editorial conclusion. In so doing, students frame their creative piece by providing the reader with the appropriate context. In order to get feedback, students should consult with Dr. G. before selecting a medium and choosing and structuring an argument. Dr. G. makes available for examination excellent think pieces of students from previous years. The Writing Center is a good place to go for critiques of drafts. Criteria for evaluating excellence in student think pieces include

- cover page (title/subtitle)
- provocative argument or theme
- effective delivery and overall quality of presentation
- originality, creativity, and persuasiveness
- spelling and grammar
- page numbers, margins, and paragraphs; paper stapled
- response to query
- accuracy of content
- cohesion and structure: clear introduction and conclusion
- support of argument in body of piece with illustrative examples
- adherence to five-page length
- citation page as needed
- consultation with Dr. G.

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SKIDMORE COLLEGE AND THE EUROPEAN COMMISSION PRESENT

WORKSHOP ON THE STATE OF THE EUROPEAN UNION: 2011  
OCTOBER 27-28, 2011, SKIDMORE COLLEGE

OCTOBER 27, PALAMOUNTAIN AUDITORIUM, 8:00-9:30 PM

SESSION ONE

THE STATE OF THE EU: POLITICAL AND ECONOMIC  
PERSPECTIVES

Karsten Geier, German Foreign Ministry and European Union  
Delegation to the United Nations, New York  
Roy H. Ginsberg, Jean Monnet Professor of European  
Integration Studies, Skidmore College  
Richard Gowan, Professor of Political Science, New York  
University  
Kathleen McNamara, Professor of Government, Georgetown  
University

OCTOBER 28, MURRAY DINING HALL SECOND FLOOR, 9:00 AM TO 4:30 PM

SESSION TWO (9:00 AM-10:30 PM)

THE EUROZONE CRISIS

SESSION THREE (10:45 AM-12:15 PM)

THE EU AND THE UN

SESSION FOUR (1:30 PM-3:00 PM)

THE EU IN GLOBAL SECURITY

SESSION FIVE (3:15-4:30 PM)

CLOSING ROUNDTABLE

Cosponsored by the Departments of Economics, Business and Management, Foreign Languages and Literatures, and Government, the International Affairs Program, the European Commission, and the Jean Monnet Chair in European Integration Studies at Skidmore College