

**Skidmore College Fall 2010—Political Economy of European Integration (GO 219)**  
**TT 9:40-11:00 am—Ladd 307—Prof. Ginsberg—Office Hours TT 8:30-9:30 am and 2:00-3:00 pm;**  
**W 8:30-9:30 am; and by appointment W 10:30-11:30 am in Ladd 304—x5245—rginsber@skidmore.edu**

Teaching Assistant: Ritika Singh, '11  
Office Hours TT 9:00 am-Noon; W 9:00-11:00 am; and F 2:30-4:30 pm—rsingh@skidmore.edu

### **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, history, international law and international politics, and political economy;
- 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 European Union and its policies on the member states and citizens and on the outside world—for lessons learned;
- 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 in the European Union countries

### **Course Requirements**

- mid-term examination (25 percent) and take-home final essay exam (30 percent);
- two five-page think pieces (10 percent each);
- one roundtable (10 percent); and
- active participation (15 percent) in discussion of readings; exercises; responses to study questions, video questions, and guest speaker questions; definitions of concepts; discussion of current events in the *Financial Times*, *Bulletin Quotidien Europe*, *The Economist* and assigned web-based sources; and regular class attendance, including preparation for/participation in a fieldtrip to the European Union Delegation to the United Nations (date TBA) and the Workshop on EU-U.S. Issues held at Skidmore Nov. 5.

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

Ginsberg	second edition of <i>Demystifying the European Union: The Enduring Logic of Regional Integration</i>
Laursen	<i>Comparative Regional Integration: Europe and Beyond</i> (on reserve)
Glen and Gray	17 <sup>th</sup> edition of <i>The Hodges Harbrace Handbook</i> (on reserve)
EU Website	<a href="http://europa.eu.int/">http://europa.eu.int/</a>
EU Public Opinion	<a href="http://europa.eu.int/comm/dg10/epo/">http://europa.eu.int/comm/dg10/epo/</a>
EU Monthly Bulletin	<a href="http://europa.eu.int/abc/doc/off/bull/en/welcome.htm">http://europa.eu.int/abc/doc/off/bull/en/welcome.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/news/home.htm">http://www.eurunion.org/news/home.htm</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://ue.eu.int/newsroom/newmain.asp?lang=1">http://ue.eu.int/newsroom/newmain.asp?lang=1</a>
Belgian Presidency of EU Council	<a href="http://www.eutrio.be/">http://www.eutrio.be/</a>
Belgian Presidency Work Program	<a href="http://www.eutrio.be/files/bveu/media/documents/Programme_EN.pdf">http://www.eutrio.be/files/bveu/media/documents/Programme_EN.pdf</a>
World News/BBC	<a href="http://news.bbc.co.uk">http://news.bbc.co.uk</a>
<i>Financial Times</i>	<a href="http://news.ft.com/home/us">http://news.ft.com/home/us</a>
<i>Bulletin Quotidien Europe</i>	instructions for access provided in class

### Schedule of Lectures, Reading and Writing Assignments,\* Speakers, and Roundtables

\* bring to class the text assigned for scheduled reading as references will be made to it; when key concept definitions and responses to study questions are assigned, they are due at start of class

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

Sept. 7	What is European integration and why study it? How does it work?
Sept. 9	Rosh Hashanah. No class today. Class rescheduled for workshop Friday, November 5. Read Ginsberg, preface/intro./Ch 1 for next class; familiarize yourself with EU website
Sept. 14	Historical Foundations to 1945. Ch. 1, pp. 9-36. Familiarize yourself with the websites of the U.S. Mission to EU and the EU Mission to the U.S.
Sept. 16	Historical Foundations, 1945-1957. Ch. 1, pp. 37-56. View films on Jean Monnet and prepare responses to study questions.
Sept. 21	Theory of Modern European Integration. Ch. 2, pp. 57-68
Sept. 23	Practice of Modern European Integration. Ch. 2, pp. 68-89
Sept. 28	Economic Foundations. Ch. 3, pp. 91-101
Sept. 30	Legal Foundations. Ch. 3, pp. 101-123
Oct. 5	First Roundtable and Review

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

Oct. 7	Who makes EU decisions? Intro to Part II and Ch. 4
Oct. 12	How EU decisions are made. Ch. 5, pp. 143-184
Oct. 14	EU and U.S. Comparative Government. Ch. 5, pp. 184-196
Oct. 19	Internal Policies of the European Union. Ch. 6, pp. 197-221
Oct. 21	Internal Policies continued. Ch. 6, pp. 221-242. First think piece due at start of class.
Oct. 22	Study Day. Dr. G. will hold extra office hours to review material with students.
Oct. 26	Mid-term examination
Oct. 28	External Policies. Ch. 7, pp. 245-260
Nov. 2	External Policies continued. Ch. 7, pp. 260-290
Nov. 4	Effects of the EU on the World. Ch. 9
Nov. 5	Workshop on EU-U.S. Issues after the Lisbon Treaty, Murray Dining Hall second floor
Nov. 9	Second Roundtable and Review

### **Part Three: Evaluating European Integration**

Nov. 11	Public Opinion. Ginsberg, Ch. 8
Nov. 16	Political Opposition. Reading TBA
Nov. 18	Issues in the EU of Today. EU Website and Belgian Presidency Website
Nov. 23	Issues in the EU of Tomorrow. Second think piece due at start of class.
Nov. 30	Review of Major Course Themes. Ginsberg, Ch. 10
Dec. 2	Regional Integration Elsewhere. Laursen, pp. 239-267
Dec. 7	Third Roundtable
Dec. 9	Course Conclusion and Evaluation
Dec. 15	Take-home final due in Dr. G.'s office no later than 6:00 pm.

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

#### **Student Participation and Contribution**

Students are expected to bring the relevant reading to class each day, arrive on time to discuss reading and current events assignments, and submit responses to study questions and key concepts as assigned. More than two unexcused absences result in a full letter drop in the final grade. If students cannot make class, for whatever reason, they are required to let Dr. G. know by phone before the start of class. Since late arrivals to class are disruptive, students are asked to arrive on time. Please consult the appended Government Department "Policy on Civility and Comportment in the Classroom." Due dates for assignments and scheduled exams are detailed and fixed in the syllabus, and cannot be changed. In fairness to those who meet deadlines, 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 their written work by electronic mail.

#### **Study Questions and Key Concepts**

Responses to study questions—which serve as written assignments for students and lend structure to lectures and discussions—are required for each of the assigned book chapters and films. The questions are designed to encourage students to think creatively and analytically on the basis of what they have learned in the reading. Examples should always accompany student responses to study questions to make concrete what they write. 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 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. Definitions and examples are found both in the chapter and with the help of the index, which draws attention to additional material elsewhere in the book. 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. Key concepts are included in exams.

#### **Think Pieces**

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 (starting on second page), margins, and paragraphs
- 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.

#### Choices for First Think Piece (due October 21 at start of class)

1. What confluence of individuals, developments, ideas, and/or events took place in 1950 to produce the Schuman Plan and in 1957 to produce the Spaak Report? Which one, the Schuman Plan or the Spaak Report, was more significant to the long-term development of the EU and why?
2. Imagine, then write, a dialogue between Jean Monnet (or Altiero Spinelli, Paul-Henri Spaak, or Richard Coudenhove-Kalergi) and Margaret Thatcher (or Charles De Gaulle, Jacques Chirac, David Cameron, or Nicholas Sarkozy) on the form of cooperation most needed by Europe—and why.
3. Define, explain, and critique the ideas and methods of Jean Monnet as they affected the establishment and early development of the EC. What were the strengths and weaknesses of the Monnet method in practice? How relevant are Monnet and the Monnet method in today's EU?
4. Define customs unions and explain the rationale behind them. What are their strengths and weaknesses and how prevalent are they in the world? What obstacles are faced by the EU as it attempts to move from the creation of a customs union in the 1960s to an economic and monetary union in more recent years? Make sure to focus on free movement of workers, free trade in services, and issues related to monetary and fiscal policies.
5. What is the CAP (or any other major EU policy such as EMU and energy or environmental policy) and the logic behind it? What are its origins and objectives? How does it work? What are key problems and prospects for change or reform?

Choices for Second Think Piece (due Nov. 23 at start of class)

1. What impact does public opinion have on the EU? How serious is political opposition to the EU? What do you think the future holds for the EU if it cannot garner more public support?
3. Apply a constructivist, neofunctional, principal-agent institutionalist, realist, hybrid, or your own theoretical perspective to the study of European integration or an element thereof. What approach yields the best explanations and why?
6. Define the EU's Common Security and Defense Policy. What is the EU record in this policy realm and what are the prospects for the EU to be effective as an international security player?
4. What governmental features do the EU and United States share and in which features do they differ? Does the American experience of federalism provide insights into the process of integration that began in Western Europe in 1950 and continues to this day? Or is the EU's experience *sui generis*?

**Roundtables**

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). Three roundtable discussions are scheduled: Oct. 5, Nov. 9, and Dec. 7. Topics TBA. The criteria for evaluating student participation include:

- clarity, organization, and delivery of thought
- substantiation of ideas
- confidence
- persuasiveness
- quality of key points and responses and quality of preparation and consultation with Dr. G.

**Video Study Questions**

*Jean Monnet: Father of Europe* and *Monnet: Vision and Reality* (12, 20 minutes respectively)

1. Who was Monnet? Identify three ways in which his international experience/contacts influenced his views on Franco-German relations.
2. How did he "get things done" and why is this germane to our study of European integration?
3. Why and how did he want to change the "psychology" of Europe?
4. What did he mean by the "curse of war"?
5. What was his view on war reparations placed on Germany after WWI? What does this view tell us about his perspective on Franco-German relations?
6. Was he a politician? If yes, why? If not, why not?
7. What did Monnet mean by the "arsenal of democracy"?
8. How did Monnet use his American connections to pursue his interests in a united Europe?
9. What did Monnet mean when he said, "I attack the context of problems, not the problems themselves"?
10. To what extent was the Schuman Plan of 1950 Monnet's child? Explain.

## Department of Government Policy on Civility and Comportment in the Classroom

The classroom experience is the heart of liberal education, and as such is the most important aspect of your Skidmore College education. Presumably, if you did not agree you would not be attending Skidmore. The faculty of the Government Department takes this understanding as the basis of our educational efforts. It is in an attempt to honor the centrality of the classroom experience that we offer this department policy on civility and comportment.

As is stated in the Student Handbook, your presence at Skidmore College is contingent upon your acceptance of, and full adherence to, the Skidmore College Honor Code. This honor code is distinct from the oath you take when writing a paper or taking an exam – it is in fact much more all-encompassing, and much more demanding.

The Code includes the following statement: “ *I hereby accept membership in the Skidmore College community and, with full realization of the responsibilities inherent in membership, do agree to adhere to honesty and integrity in all relationships, to be considerate of the rights of others, and to abide by the College regulations.*” Elsewhere, the Code also calls all Skidmore students to *conform to high standards of fair play, integrity, and honor.*”

What does it mean to do act honestly, with integrity, and according to high standards of fair play, particularly in the classroom? In our view, it includes, minimally, the following.

1. No student shall lessen the learning experience of others in the classroom by arriving late to class.
2. No student shall lessen the learning experience of others in the classroom by leaving the classroom while class is in session, except for true medical emergencies.
3. Cell phones must be turned off during class.
4. No student shall disrupt the learning experience of others in the classroom by talking to a neighbor, writing notes to other students, reviewing one's mail, reading the newspaper, completing homework for other classes, or playing with the laptop computer, while class is in session.
5. No student shall disrespect other Skidmore students, professors or the housekeeping staff by putting feet on the desks or other furniture in the classroom, or by leaving trash, food, or recyclables in the room at the end of the class session.

While we will hold all students to these minimal expectations, we also have some suggestions for those who seek to go beyond the bare minimum of civil classroom comportment to become the type of mature, responsible, active learners who are an asset to any classroom and society at large. These include the following.

6. Every student should take copious and meaningful notes both on assigned readings and during classroom sessions. Note taking is an important skill—if you do not already possess it, you should acquire it.
7. Every student should take some time to review the notes that he or she has taken on the day's assigned reading before each class meeting. You will be amazed how much more invested and engaged in the class you will feel if you go into the classroom well-prepared.
8. Disruptions in class can be a significant impediment to learning, and no member of the Skidmore community—including faculty and students—should tolerate them. Thus every student should take responsibility for holding his or her peers and classmates to both high academic standards and high standards of civility. If people around you are chatting, passing notes or otherwise detracting from the overall quality of YOUR classroom experience, don't let them get away with it.
9. Individual faculty members in the Government Department will determine the level of sanctions for disruptive behavior.