The European Union (EU) is a fascinating political and economic experiment. In only the past 60 years, the EU has grown to include 27 countries, 23 official languages, and 500 million citizens. It is currently the largest economy in the world, with its own voice in global affairs. Despite these successes, European countries have struggled to create a joint constitution and set of political institutions. What are the prospects for this fragile political consensus after the recent financial crisis? How are economic hardship and government debt affecting social equity, reactions to migration, and the role of European states in providing social support, healthcare and education? This course tackles these core questions by analyzing the politics and policy of the European Union and its member states. This course combines elements of global politics, comparative politics and public policy, and is aimed at upper level undergraduates who want to reflect on these topics in some depth.

This course has no formal prerequisites, however, it is highly recommended that students take RPOS102 Comparative and International Politics before taking this course. The course is graded A-E.

**Learning Objectives**

At the end of this course, students should be able to:

- discuss the politics and policies of the European Union, using evidence from contemporary sources to construct coherent arguments in writing and in person which show critical thought and reflection.
- compare, evaluate and explain to others in writing and in person the political institutions, party systems, interest group politics and political cleavages of at least three European countries.
- compare EU-level policy debates with those in other countries and at the global level, and discuss those differences with others.

This course fulfills the Europe General Education requirement. The characteristics governing all General Education courses at UAlbany are as follows:

1. *General education offers explicit understandings* of the procedures and practices of disciplines and interdisciplinary fields.
2. *General education provides multiple perspectives* on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.
3. *General education emphasizes active learning in an engaged environment* that enables students to become producers as well as consumers of knowledge.

4. *General education promotes critical thinking* about the assumptions, goals, and methods of various fields of academic study and the interpretive, analytic, and evaluative competencies central to intellectual development.

This course fulfills these characteristics as follows:

i) the course promotes explicit understanding of European Studies through a series of lectures, readings and quizzes which reinforce each other to inform and test student understanding.

ii) the course provides multiple perspectives on Europe through a range of academic and contemporary policy readings, and through involving students in the SUNY Model EU.

iii) the course fosters an active learning environment by incorporating preparation for student participation in the SUNY Model EU, where students take on the role of EU political officials, and by engaging students in group and class debates on key literature and contemporary policy documents.

iv) the course promotes critical thinking by requiring three written papers where the student must construct a coherent argument on a policy area in an EU country, based on reading of and reflection upon key academic literature, and by engaging students in group roleplay activities and class debates.

In addition, courses in the General Education category of Europe enable students to demonstrate:

1. an understanding of the variety of cultures, regions, and countries that make up Europe
2. knowledge of the distinctiveness of Europe as manifested in the development of diverse histories, institutions, economies, societies, and cultures
3. knowledge of the relationship between Europe and other regions of the world as expressed through political, economic, and cultural contact
4. an understanding of how the knowledge that becomes the basis of historical inquiry is constructed

The course fulfills these objectives as follows:

i) The diversity of European cultures, regions and countries will be explored throughout the lectures and class discussions in the course.

ii) Students will learn about the politics, economics, societies and culture of at least three European countries in depth as well as the EU level through in-class lectures, class discussions, a series of quizzes on relevant readings, and the preparation of three written papers.

iii) Students will be encouraged to make comparisons between, and will come into contact with European students through involvement in the SUNY Model EU.
Students will be expected to explore and present competing evidence through in
class discussion and in their written papers, paying special attention to how
arguments are constructed, supporting evidence is assembled, and understanding
the reporting requirements for that evidence and data within the discipline of political
science.

Required Readings

- A series of additional required readings will be provided on Blackboard.

What I Expect From You

- Please come prepared. I expect you to read all of the required texts for each class
  before you come to class. Come to class ready to discuss, debate and disagree with
  the arguments they contain, with your fellow classmates, and me!
- Please be respectful of other people’s opinions. This does not mean that those
  opinions should or will go unchallenged, but that we all agree to listen carefully to
  one another and offer constructive criticism.
- Assignments should be submitted to Blackboard by midnight on the day of the
  deadline. 5 points will be deducted from late assignments for every day that they are
  late, unless there are mitigating circumstances (see below). If for some reason
  Blackboard does not allow you to upload, simply send the assignment by email to
  me at hjarman@albany.edu —assignments submitted by email before the deadline
  are still considered on time, but Blackboard submission is strongly preferred as it
  stops assignments from getting lost in my inbox.
- Please respect the university’s policy on academic integrity, available at:
  http://www.albany.edu/undergraduate_bulletin/regulations.html. Using someone else’s
  argument without citing their work, quoting an article, book, web site or other source
  without giving the source, claiming as your work a paper written by someone else,
  and resubmitting a paper you wrote for another class are all examples of plagiarism.
  Plagiarism is considered to be a serious matter, even if it was not intentional.
  Plagiarism could result in any of the following, depending on the seriousness of the
  case: requirement to rewrite the affected assignment, lowering the assignment or the
  course grade by a full grade or more, failing the assignment or the course, or
  withholding permission to withdraw from the course.

Assessment

Formal requirements, in addition to full participation in class discussion on the basis of
the assigned readings, are:

1. Weekly Quizzes 40%
2. 3 Response Papers 60%
1. Weekly Quizzes (40%)

I expect you to come to class having read and thought about all the assigned readings for that class. The quizzes are open book and designed to accompany the readings. One quiz on these readings will be open on Blackboard each week. Each quiz will ask ten straightforward comprehension questions about the readings – they are designed to test your understanding of what you have read. Each quiz is worth a maximum of 10 marks, and your top 8 quiz scores will count towards your final grade. **There will be no opportunities to make up quizzes that you miss.**

2. Response Papers (60%)

During the semester, you will write three response papers which address one area of EU policy. The paper should take the form of a focused response to a question rather than a discussion of a broad topic. It is better to make a few coherent points well than to cram in irrelevant information just for length. The paper length is deliberately short to encourage students to edit and revise their work. Make every word count!

In order to receive a good grade I strongly recommend that you do the following:

- Start by reading the Blackboard readings relevant to your topic, and supplement these with related readings: search the library catalog, online academic databases such as JSTOR, EBSCO or Google Scholar for journal articles, and Lexis Nexis for newspaper articles. Use this evidence to back up your argument. Look at the web sites of relevant organizations e.g. the OECD for useful data and reports.
- Draft your paper well before the deadline and edit it several times. It is obvious when a paper has been written at the last minute or has not been edited.
- Read your paper aloud to see if the prose flows well.
- Run spelling and grammar checks before you submit your paper.

**Length and Formatting:**

- Each paper should be no more than 4 pages long plus a bibliography.
- Papers should be formatted using a plain 12 point font (e.g. Arial or Times New Roman) and double-spaced with page margins of no more than 1 inch.
- Please write the question on the first page, write your name in the header of the paper so that it appears on all pages, and number all pages.
- Please include in-text references in the Harvard style (Author, Publication Year: page number) e.g. (Young, 1998:63) as well as a bibliography at the end of the paper which lists all of the publications that you cite.

**What You Can Expect From Me**

- Instructor accessibility: I will hold regular office hours each week in Humanities B16 on Tuesdays and Thursdays, 1.30-2.30pm. Please try to come and see me during those hours.
• If you can’t come to office hours due to a conflict with another class or a work commitment (and only for those reasons), I can arrange an alternative meeting time with you –but be aware that you might have to wait a bit longer for an appointment. Many problems can be solved if you bring them to my attention early enough, so please come to me sooner rather than later.
• Grading: If you submitted your assignment on time, you have the right to get the graded work returned to you within a reasonable timeframe (approximately one week), with a set of written comments.
• Right to appeal: if you believe your grade is wrong for whatever reason, I encourage you to visit me in my scheduled office hours to talk about the problem. However, I ask that you do so within two weeks of receiving the grade. Appeals about assignments that are more than two weeks old will not be considered unless there are mitigating circumstances. Making an appeal is no guarantee that your grade will be raised: it may go up, down or stay the same depending on the results of the review.
• Mitigating circumstances: From time to time, unforeseen circumstances mean that students will have to miss classes or assignments. In such circumstances, please let me know the situation as soon as it is practical, so that alternative arrangements can be made.
• Alternative class requirements: Please contact me at the start of the course if you require alternative assessment arrangements e.g. extra time to finish assignments. If you are new to the university, you may wish to contact UAlbany’s Disability Resource Center for advice, [http://www.albany.edu/disability/index.shtml](http://www.albany.edu/disability/index.shtml)
### Class Schedule and Reading List

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues Jan 24</td>
<td>Introduction to the EU</td>
<td>“The EU: A Guide for Americans”, Blackboard.</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Thurs Jan 26</td>
<td>Becoming Europe I, How and why the European institutions were formed</td>
<td>WPY Ch 1 “The History of the European Union”, <a href="http://europa.eu/abc/history/index_en.htm">http://europa.eu/abc/history/index_en.htm</a></td>
<td></td>
</tr>
<tr>
<td>Tues Jan 31</td>
<td>Becoming Europe II, from EC to EU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs Feb 2</td>
<td>Film &amp; Discussion: Scenes from “Nous nous sommes tant haïs” (How we hated each other!), a Franco-Austrian film which re-enacts the birth of the European Union.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues Feb 7</td>
<td>The Current EU Policy Process in Comparative Perspective</td>
<td>WPY Ch 3</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>Tues Feb 14</td>
<td>Legislative Power: the European Parliament &amp; the Legislative Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues Feb 21</td>
<td>Manufacturing Democracy: Institutions, Governance and Networks</td>
<td>WPY Ch 7 Stefan Schultz. 2010. ‘Five Threats to the Common Currency’, Spiegel Online, November 2nd. WPY Ch 5</td>
<td>Quiz 4 First Paper Due Feb 28th</td>
</tr>
<tr>
<td>Thurs Feb 23</td>
<td>Film &amp; Discussion: “Europe in Motion”, short films from the Czech Republic that reflect on democratization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues Mar 6</td>
<td>The Euro and the Global Financial Crisis II: Austerity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs Mar 8</td>
<td>Film &amp; Discussion: Scenes from “Debtocracy”, a Greek film about the financial crisis.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WINTER BREAK**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs Mar 22</td>
<td>Social Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs Mar 29</td>
<td>Employment and Education Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Quiz</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Tues Apr 3</td>
<td>NO CLASS - Second Paper Due Apr 3rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs Apr 5</td>
<td>Film &amp; Discussion: Scenes from “La Haine”, a French film which depicts life in the Paris banlieues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs Apr 12</td>
<td>Energy Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs Apr 19</td>
<td>Food Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs Apr 26</td>
<td>Film &amp; Discussion: Scenes from “No Man’s Land”, a film about the war in Bosnia.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs May 3</td>
<td>Aid and Development Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues May 8</td>
<td>The Future of Europe</td>
<td>WPY Ch 20</td>
<td>Final paper due May 10th</td>
</tr>
</tbody>
</table>


Questions for Response Papers

1. Who were the ‘founding fathers’ of Europe? To what degree are their ideas accepted or challenged by modern EU institutions and policies?
2. “The EU is an economic giant but a political dwarf”. Evaluate this statement by comparing the EU’s single market to its social policies.
3. To what extent is the EU democratic? Answer with reference to the EU’s institutions.
4. Has multiculturalism failed in Europe? Illustrate your answer with reference to events in at least one EU member state.
5. Which is preferable- stimulus or austerity? Illustrate your answer with reference to events in at least one EU member state.
6. Are there common European values? What are they? How are they expressed through EU institutions and policies?
7. To what extent is the EU *sui generis*? Answer with reference to the distribution of executive, legislative and judicial power in the EU and US.
8. The EU has 27 member states, 23 official languages, and 500 million citizens. How have EU officials and member states attempted to create a sense of a united Europe? To what extent have they succeeded?
9. Why is agricultural policy so contentious in the EU? Answer with reference to events in at least one European member state.
10. “Americans are from Mars...Europeans are from Venus”. Evaluate this statement with reference to the EU’s foreign policy.
11. “Over the last 40 years, trade has proved to be one of the most effective tools to foster development.” Evaluate this statement in relation to EU trade policy towards developing countries.
12. To what extent does the EU suffer from an “East-West divide”? Answer with reference to at least one policy area of your choice.
13. Evaluate the role of the European Court of Justice in establishing European Union health policy. To what extent should courts influence domestic policies?
14. ‘EU Environmental policy looks great...until you try to implement it.’ Evaluate the strengths and weaknesses of the EU’s environmental policy.
15. “The Eurozone must face this crisis, or risk suffering through a lost decade.” Evaluate the response of EU member states to the financial crisis, referring to examples from at least three member states.
16. “Constitutional guarantees of free movement for Europeans do not entitle people to move onto, and occupy illegally, land which is not theirs.” Assess EU and member state responses to internal migration, giving examples from at least one European country.
17. “Democracy is, in some European states, a rather recent invention.” Explain the path to democracy taken by one current EU member state. Assess critically the current state of democratic government and civil society in that state.
Recommended Readings & Links by Topic (Very Important for Papers!)

Institutions and Theory

http://europa.eu/abc/history/index_en.htm
EU Web Portal: http://europa.eu/
Court of Justice of the European Communities: http://curia.europa.eu/

Democracy & Citizenship


Foreign Policy, Migration and Borders


Economy

Podcasts: BBC: Crossing Continents, Greece and Ireland http://www.bbc.co.uk/iplayer/console/b00rykzx/CrossingContinents_Greece_and_Ireland
CBS: Greece, a Nation’s Social Crisis http://www.youtube.com/watch?v=VjG3qZpoypg
Charles Grant: The strategic consequences of the Euro crisis
Kubosova, Lucia. “Commission paper calls for courage in globalization debate,” euobserver.com

Social and Health Policies

Bibliography of work on the Open Method of Coordination, see web page of The European Union Center at the University of Wisconsin-Madison, OMC Research Forum: http://eucenter.wisc.edu/OMC/open12.html.

Multiculturalism

BBC: An Islamic History of Europe, http://www.youtube.com/watch?v=x0laCK-7z5o