

## ECON/POL 321E European Union

### Course Description

The aim of this course is that on its completion students will have a much better understanding of the interests, '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 – though not uncontested – process of economic, political and social integration.

### Course Goals and 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

### Learning Objectives

After initially situating the students within the context of the present EU of 27 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. 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 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 pushed the *four freedoms* and deepened the process of economic integration pressure for Economic and Monetary Union (EMU) increased. 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 is more than just an ‘economic club’; the process of economic integration “spilling-over” into a wide range of connected nominally “political” policy areas, which, the EU claims, have improved the quality of life of EU citizens. But not all citizens are convinced of the virtues of this deepening integration. The “freedom of movement of people”, especially, has been vilified by the populist Right (which in turn has seen its support increase), constituting a key rallying point, amongst others, for the Brexit referendum.

Britain’s departure from the EU evidently constitutes one of the biggest challenges the organization has ever faced. This course will study how this came about, the dynamic of the ‘divorce’ negotiations, and the possible future for UK-EU relations.

The EU’s place in globalized post-Cold War world is then addressed, comprising of a review of the region’s external trade relations (special attention being paid to transatlantic commerce) and evolving common foreign and security policy and how this relates to NATO, especially following the outbreak of war in Ukraine.

Finally, the course seeks to shed light on the dynamics of EU enlargement: the criteria, costs and benefits, institutional process etc. It focuses especially on the eastward expansions from 2004 onwards – analysing the socio-economic, politico-juridical and logistical challenges posed for ‘old’ and ‘young’ members alike – and the present situation with candidate countries. One of those, Turkey, will be singled out and its credentials for possible future incorporation into the EU be assessed.

## Required Texts

Recommended textbook: McCormick, John, *Understanding the European Union: a Concise Introduction*, 8<sup>th</sup> Edition (Basingstoke, Hampshire, Palgrave Macmillan, 2020).

## 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 presentation* each student has to hand in the following *printed* documents for their section: an outline, a bibliography and a half page summary (TMR 12, single space). Finally, students might 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 exams and presentation cannot 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)

## **General Course Policies**

Leaving the classroom: Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10 minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Punctuality and tardiness: Arriving late to class is disruptive to both the professor and your classmates. Please be punctual as your professor may count your late arrival as half of an absence or simply close the door, not let any late students in and consider it as one full absence.

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

## **Attendance and Absentee Policy**

Attendance is mandatory at all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/ reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way unless you miss an exam, a presentation, a quiz, etc. In this case, you must present a doctor's note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to retake the exam, etc. We don't encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:

- On your 5th absence, 1 point will be taken off your final Spanish grade
- On your 6th absence, 3 points will be taken off your final Spanish grade
- On your 7th absence, you will fail the course

For classes that meet once a week, each absence counts as two. For classes that meet daily, the penalties outlined above apply if you go over 6 absences (7<sup>th</sup> absence=5<sup>th</sup> absence above). Exams missed due to an excused absence must be made up within a week of returning to classes. Talk to your professor immediately after your return.

## **Academic Honesty**

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 and a bibliography, and not cutting and pasting information from various websites when writing assignments.

## **Learning accommodations**

If you require special accommodations, you must stop by the International Center to speak to Marta (the Faculty coordinator: mcaroro@acu.upo.es) to either turn in your documentation or to confirm that our office has received it.

## **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. Cell phone use is not allowed and animals (except seeing-eye dogs) are not permitted in the classrooms.

## **Course content**

Block 1: The Evolution of the EU

Block 2: Institutional Framework and Law-making

Block 3: Economic and Monetary Policies

Block 4: Internal Policies

Block 5: External Policies

Block 6: Membership

## **Class Schedule** (Subject to change)

– Presentation of the course – EU Geography

### **BLOCK 1: The Evolution of the EU**

– Beginning of EU integration. The idea of a united Europe

– Progress in the 50s

– Single European Act

– Treaty of Maastricht

– Developments Post-Maastricht I

– Developments Post-Maastricht II

– Quiz 1 – Debate on the future of the EU

### **BLOCK 2: Institutional Framework and Law-making**

– Functioning of the EU I

– Functioning of the EU II

- EU Law-making
- The EU Policy Process

- Midterm Review
- MIDTERM EXAM

### **BLOCK 3: Economic and Monetary Policies**

- Beginnings of Economic & Monetary Union (EMU)
- Maastricht, stages, criteria & launch of EMU
- Functioning and management of the Eurozone
- The Eurozone Crisis

### **BLOCK 4: Internal Policies**

- Competition Policy & the Single Market
- The Common Agricultural Policy (CAP)

### **BLOCK 5: External Policies**

- External Trade Policy: Transatlantic Trade
- Foreign and Security Policy I
- Foreign and Security Policy II

### **BLOCK 6: Membership**

- EU Enlargement
- Brexit
- Final Review