

## **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 (it is not mandatory to buy the book): McCormick, John, Understanding the European Union: a Concise Introduction, 8th 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	10%	Midterm Exam	25%
Presentation	20%	Final Exam (TBA)	25%
Engagement	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.

## **Student engagement policy**

Student's engagement will account for 20% of the final grade, thus highlighting its significance for high-impact learning. Students will receive two engagement grades: a mid-term grade (10%) and an end-of-semester grade (10%).

An engagement rubric is provided to ensure transparent and consistent grading.

## **Absences and lack of engagement**

Absences during the add/drop period do not count against students' engagement grade, but may impact their performance in the course.

As a consistent lack of academic engagement may raise concerns about a student's overall academic performance, the following steps will be taken to support students' success:

### **Initial outreach – after missing 3 classes\***

E-mail from professor reiterating engagement policy and consequences for additional absences.

\* 1 class for courses that meet once a week and 6 classes for courses that meet daily.

### **Second outreach – after missing 4 classes\***

E-mail from professor and notification of academic staff at the International office.

\* 2 classes for courses that meet once a week and 8 classes for courses that meet daily.

### **Academic probation – after missing 6 classes\***

Student is called in for a meeting with academic staff at the International office. Automatic notification of home institution and further academic consequences.

\* 3 classes for courses that meet once a week and 12 classes for courses that meet daily.

Any additional absences will result in a failing grade.

## **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.

## About using Artificial Intelligence (AI)

The use of AI tools such as grammar checkers, ChatGPT, etc. and automatic translation tools is prohibited unless expressly permitted by the instructor to enhance the students' learning experience. Plagiarism includes, but is not limited to, the unacknowledged use of these tools to create content submitted as one's own. If the use of any of these tools is suspected, the instructor may request notes and other materials used in preparing assignments. Students must retain these materials until final grades are posted. Failure to produce these materials when requested may negatively impact the student's grades.

## 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](mailto: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: Institutional Framework and Law-making
- Block 2: The Evolution of the EU
- Block 3: Economic and Monetary Policies
- Block 4: Internal Policies
- Block 5: External Policies
- Block 6: Membership

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

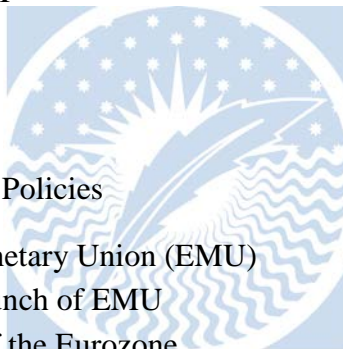
- Presentation of the course – EU Geography

### **BLOCK 1: Institutional Framework and Law-making**

- Functioning of the EU I
- Functioning of the EU II
- EU Law-making
- The EU Policy Process

### **BLOCK 2: The Evolution of the EU**

- Quiz 1 & The idea of a united Europe
- Progress in the 50s
- Single European Act
- Treaty of Maastricht
- Developments Post-Maastricht I
- Developments Post-Maastricht II
- Debate on the future of the EU
- 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)
- Data Protection and Online Privacy
- Migration and Asylum Policy

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

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

### **BLOCK 6: Membership**

- EU Enlargement
- Brexit/Final Review



## RUBRIC

Criteria	Exemplary (9-10)	Proficient (7-8)	Passing (5-6)	Poor (0-4)
<b>Attendance</b>	Arrives on time and stays for the entire duration of class. No absences, or if absent once, demonstrates knowledge of course material missed.	Misses no more than two sessions or is occasionally late. Demonstrates knowledge of course material missed.	Misses 3 or 4 sessions or frequently arrives late/leaves early; exhibits little knowledge/interest regarding course material missed.	Misses 5 or more sessions and does not demonstrate knowledge of course material missed.
<b>Preparation</b>	Consistently well-prepared; demonstrates deep understanding of readings and completes assignments.	Usually prepared; completes readings with some understanding and usually completes assignments.	Occasionally prepared. Demonstrates limited understanding of materials and occasionally completes assignments.	Rarely prepared; minimal effort to engage with course materials.
<b>Participation</b>	Actively participates in discussions with thoughtful comments/questions; demonstrates knowledge of the material and critical thinking skills.	Participates often demonstrating knowledge of material and critical thinking skills.	Participates once in a while or contributions lack depth or relevance.	Does not participate or is disruptive during discussions.
<b>Attentiveness &amp; Respect</b>	Fully engaged and attentive during all sessions; respectful to professor and fellow students. Use of laptop/tablet for notetaking only; no cellphone use.	Generally attentive, with very infrequent lapses in focus and use of electronic devices for non-class related purposes. Respectful to professor and fellow students.	Occasionally inattentive or disengaged. Use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.	Rarely attentive, focused or responsive. Repeated use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.
<b>Collaboration &amp; Feedback</b>	Effectively collaborates with peers in group or in-class activities following professor's instructions. Incorporates feedback to improve learning & performance.	Collaborates frequently with peers or in in-class activities. Incorporates feedback and makes moderate efforts to improve learning & performance.	Occasionally works well with peers but does not contribute substantially to in-class or group assignments. Responds to feedback inconsistently with minimal improvement.	Does not collaborate with peers, does not complete in-class or group assignments. Ignores feedback.