RUTGERS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE

EUROPEAN POLITICS

SYLLABUS - SUMMER 2014
5/27/14-7/3/14

Course:	**790:311:B6**
Instructor:	Cristina Gherasimov
Course Type:	Hybrid
Class Meeting:	Mon 6:00-9:40 pm, Hickman Hall, Room 210
Online Session:	Tue 12:00 a.m. – Sun 12:00 p.m. following the in-class meeting
E-mail:	cristina.gherasimov@rutgers.edu
Office Hours:	By appointment, availability during 3-5 p.m. Monday-Thursday

COURSE DESCRIPTION

This course is designed to enhance students' understanding of contemporary politics of the European Union (EU). We will explore the Union's development by addressing four main dimensions: its historical development, the main theories that explain its political evolution, the European institutional framework, and its main public policies.

We will start by asking ourselves how the European Union emerged. To do this we will be tracing the main EU historical evolutions, the founding treaties of the EU, its gradual integration and transformation processes, the institutional developments taking place both at the national and supranational levels, as well as its internal working policies.

First, we will explore how the idea of a united Europe came about and consequently analyze the existent theories of European integration. We will place Western European countries in their specific historical geopolitical settings to better understand the timing of EU emergence as a regional construct, and its specific structure. We will continue by scrutinizing the European political party systems and how they influence European politics nowadays.

Second, we will examine the EU institutions, how they came about, their specific functions, and how they interact among themselves and also with domestic governments. We will take a close look at the decision-making process and explore the tensions that arise between various institutions. Moreover, we will look at participation of ordinary citizens in the decision-making process and discuss whether the EU faces a democratic deficit or not.

Third, this course will provide a thorough overview of the economic and social developments taking place in Western Europe, such as the emergence of the three European communities, the common market, the European monetary union, the birth of the Euro, and how these phenomena affect the political developments taking place in the region. We will also examine more specific policies with significant impact for the overall development of the EU such as the expansion of the welfare state, and the development of the security and defense policy. Finally, we will look at issues of European identity formation, minority issues, immigration, and demographics.

COURSE OBJECTIVES

At the end of this course, you will be able to:

- Describe and analyze the evolution of the main political, social, and economic structures of the EU
- Analyze the main theories of European integration and enlargement
- Explain the European political party system and compare it to the U.S. system
- Debate the most salient issues affecting the EU's contemporary development
- Analyze the main challenges that the EU faces in the 21st century

READING MATERIALS

A. Required books:

The two books assigned for the course are available at New Jersey Books Store.

- Steven Hill. *Europe's Promise.* University of California Press, 2010.

- McCormick John, and Olsen Jonathan. *The European Union: Politics and Policies.* Westview Press, 5th ed., 2014.

- Other assigned readings will be available on the course's Sakai website.

B. Recommended websites and newspapers:

You are expected throughout the course period to keep up on current events in Europe. At the beginning of each class we will discuss important events that happened during the previous week. In addition, the final paper may ask you to relate current events to broader themes discussed during the course.

Some useful sources include:

- The European news section of the BBC News website http://news.bbc.co.uk/2/hi/europe/default.stm
- The European news section of the Independent newspaper: http://www.independent.co.uk/news/world/europe/

- The European news section of the Financial Times newspaper: http://www.ft.com/world/europe
- Euractiv: http://www.euractiv.com/en/
- EU Observer http://www.euobserver.com
- European Voice http://www.europeanvoice.com
- Official EU website http://www.europa.eu; http://www.eubusiness.com

C. Think tanks covering EU affairs:

These are some sources where you could find more information on current EU affairs:

- European Policy Centre: www.epc.eu
- Center for European Policy Studies: www.ceps.be
- Institute for Security Studies: www.iss.europa.eu
- Centre for European Reform: www.cer.org.uk
- European Council on Foreign Relations: www.ecfr.eu

CLASS SCHEDULE

Week 1 (5/27-6/1)

Online Class Activities

- **Introductions/Orientation**
- Syllabus Review
- Introductions Discussions
- Discussion: Why Do We Study Europe?

Readings:

- McCormick & Olsen, Chapter 1

What's Due:

- Online Self-Presentation
- Threaded Discussion: Why Do We Study Europe?

Week 2 (6/2-6/8)

In-Class Activities

- **EU Origins and History**

- *A united Europe*
- *The transformation of Europe*
- *Mapping Europe and European integration*

- Lecture 1
- Discussion: Weekly News

Readings:

- McCormick & Olsen, Chapter 2, 3, 4

Online Class Activities

- **Theories of European and regional integration**
  - *European Integration*
  - *Theories of European Integration*
  - *Enlargement of the European Union*
- Discussion: TBA

Readings:

- Schimmelfennig and Rittberger, Theories of European Integration (p. 76-93) (on Sakai)

What's Due:

- Threaded Discussion
- Short Essay Questions

Week 3 (6/9-6/15)

In-Class Activities

- **The European political party systems**
  - *European Models of Democracy*
  - *European Parties and Party Systems*
  - *Case Study of Recent Elections*
  - *The Rise of the Radical Right*
- Lecture 2
- Discussion: Weekly News
- Come up with a topic for your final paper that covers any issue of your interest in EU Politics that you would like to go with in more depth (1 page summary that includes topic, research question, hypothesis)

Readings:

- Hill, Chapter 13 & 14

Online Class Activities

- **EU institutions**
  - *EU intergovernmental and supranational institutions*
  - *EU decision-making*
- Discussion: TBA

Readings:

- McCormick & Olsen, Chapter 5, 6 & 7

What's Due:

- Threaded Discussion
- Short Essay Questions

Week 4 (6/16-6/22)

In-Class Activities

- **The European political economy**
  - *The European Economic Community*
  - *EMU and the Birth of the Euro*
  - *The economic crisis and the PIGS*
- Lecture 3
- Discussion: Weekly News
- Present a short literature review on the topic of your choice (2-3 pages)

Readings:

- McCormick & Olsen, Chapter 12

Online Class Activities

- **Welfare policy in Europe**
  - *The Golden Age and the expansion of the welfare state.*
  - *Health and Welfare in Contemporary Europe*
  - *Redistribution and Growth in Europe*
  - *Globalization and the European Social Model*
- Discussion: TBA

Readings:

- Pontusson, Whither Social Europe? (on Sakai)
- Hill, Chapter 1-6
- Sapir, Globalization and the Reform of European Social Models (on Sakai)

What's Due:

- Watch Documentary: Sick Around the World
  www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/
- Threaded Discussion

Week 5 (6/23-6/29)

In-Class Activities

- **Security and Defense Policy / The EU and the United States**
  - *Toward a Common CFSP/EDSP Policy*
  - *The Changing International System*
  - *The Transatlantic Relationship*
  - *Explaining the Differences in Foreign Policy*
- Lecture 4
- Discussion: Weekly News
- Bring to class first draft of your final paper

Readings:

- McCormick & Olsen, Chapter 15 & 16

Online Class Activities

- **Democracy and Participation in the European Union**
  - *Participation in European Politics*
  - *A Democratic Deficit in the EU?*
- Discussion: TBA
- Peer-to-peer review of first draft of your colleague

Readings:

Katz, R., Models of Democracy Elite Attitudes and the Democratic Deficit in the European Union (on Sakai)

What's Due:

- Threaded Discussion

- Short Essay Questions
- Submit online peer-to-peer review of first draft of your colleague

Week 6 (6/30-7/3)

In-Class Activities

- **European identity and citizenship**
  - *European identity - a concept under construction?*
  - *Immigration and Demographics*
  - *Case study – UK*
- Lecture 5
- Discussion: Weekly News
- Final Paper Presentations

Readings:

- McCormick & Olsen, Chapter 10
- Mollenkopf and Hochschild, Immigrant Political Incorporation (on Sakai)
- Articles on the Danish Cartoon Controversy (on Sakai)
- Articles on the Frech Veil Controversy (on Sakai)
- Shorto, "No Babies?" (on Sakai)

Online Class Activities

- **Future of the EU / final course evaluation**
  - *Europe as a Global Power?*
- Discussion: TBA

Readings:

- Moravcsik, An Ocean Apart (on Sakai)
- Kagan, Power and Weakness (on Sakai)

What's Due:

- Threaded Discussion
- Final Paper
- Course Evaluation

METHODS OF ASSESSMENT

Every student is expected to take active part in class and online discussions, attend regularly classes, present few short essay assignments (number depending on group dynamics), as well as write a 10-15 page final paper on a topic covered in class and agreed previously with the lecturer. Students will be asked to present their main paper arguments during the final in-class session. Finally, at the beginning of each class students will have to share in small groups the weekly news on European politics based on the topic covered during that week.

Activity	**Grade %**	**Due Date**
• Online participation & Weekly news discussions	30%	Ongoing
• Short essay assignments	20%	Ongoing
• Class presentations	20%	June 30
• Final paper	30%	July 3

Some specific elements you should consider with regards to participating in this course:

- You are responsible for all assigned readings and homework assignments prior to class and are expected to participate in class and online activities. The assigned readings and online discussions are the basis for understanding each class session.

- Weekly online participation is key to your successful completion of this course. You should expect to log in 2-3 times a week to keep up with the threaded discussions and online activities.

- If you have troubles deciding on a final paper topic, contact me via email or during office hours to decide on a topic together based on your specific research interests.

- Late work policy: It is crucial that you participate in the discussion forums in a timely fashion during the week of the discussion. If you have extraordinary circumstances that you know about in advance, make sure please that you reach out to me and inform me about the situation so that we can arrange you turning in assignments and postings late without affecting your overall performance in the course.

- Students are expected to arrive on time for class and remain for the full period. Coming in late and leaving early disrupts the class. Students who habitually leave the classroom, or who leave the classroom for long periods of time, will be penalized.

- You are expected NOT to miss classes – *two unexcused absences* will negatively impact your final grade for the course.

- If you have difficulties logging onto Sakai, you should contact me immediately via email, or contact the Help Desk at 732-445-4357 or helpdesk@ nbcs.rutgers.edu to solve the issue as quickly as possible.

Student Communication

I will be available to talk with you anytime during my office hours or upon appointment. Please do not hesitate to contact me by email to schedule a meeting.

If you experience a legitimate emergency which will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Please state the nature of the emergency, and when you expect to turn in the coursework.

Participation Policy

The outcome of this course depends entirely on your active participation. Since it is a hybrid course, we will spend half of the course time online expressing opinions on readings, international current events, and giving feedback to each other's work. You are expected to complete the readings, participate in class and online discussions, give feedback to your peers, share how you connect readings to classroom experiences, and so on. You are expected to participate in a variety of ways throughout the semester, and your various assignments will incorporate participation as part of the grade. In summary, however, you will be expected to do the following:

- Log into our website platform at least 3-4 times a week to keep updated on assignments, and peer discussions.

- Use study guide resources, including PowerPoint presentation and chapter reviews, to help you engage with and understand the content that is presented throughout the semester.

- Participate in online discussions via the threaded discussion boards under the Forums Section, to illustrate your understanding of weekly readings and how they connect to your own projects and daily lives.

- Come to the six in-person class meetings.

- Meet deadlines for assignments so that you can keep on track, and make steady progress throughout the course.

Participation Guidelines for Threaded Discussions

- Discussions are the way we "participate" in online sessions. So it is important that you post thoughtful messages that move the conversation forward in some way. "Yeah, I agree," and "Me, too" are not acceptable postings and will not earn any points. Your participation in discussions can earn you points for each discussion. After the due date for the discussion, you will be graded on your overall participation in that discussion thread. Late posts are welcome for their intellectual value but will not be considered in your grade.

- Your posts should show that you have read the material in the text as well as your peers' posts and have applied all of that to the question at hand. You should do more than merely spit back what the text says; you should engage with the material by analyzing and interpreting it. Your posts should be grammatically clear enough not to present anyone with a problem in understanding your point. It's not a formal writing forum, but it's not Facebook either.

The following chart represents a rubric for grading the threaded discussion entries:

Number of Points	Skills
9-10	Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary.
7-8	Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty.
5-6	Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and a redundancy with words and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.
1-4	A minimal posting of material. Shows no significant understanding of material. Language is mostly incoherent. Does not respond readily to prompting.

Credits: GRADING RUBRIC FOR THREADED DISCUSSIONS
From John F. Bauer, "Assessing Student Work from Chat Rooms and Bulletin Boards." New Directions for Teaching and Learning 91 (Fall 2002): 35.

University Policies

Reporting Absences
Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra to indicate the date and reason for your absence. An email is automatically sent to me.

Academic Integrity
Students should acquaint themselves with the college policy on plagiarism. Full text of the Interim Academic Integrity Policy available at: http://academicintegrity.rutgers.edu/integrity.shtml. Students are also advised to refer to the Office of Student Conduct website: http://studentconduct.rutgers.edu/

Special Needs
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs and contact the Office for Disability Services. Also, students are also strongly encouraged to speak with the instructor whenever there is a problem. If family or work obligations, or any other extenuating circumstance threatens to interfere with the student's attendance or his/her completion of the course work, the student should notify the instructor as soon as possible.