

UCEAP Center Program Courses – Fall 2017

PCC 115. Unbound Boundaries: The Idea of Europe and European Integration

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Office Hours: By appointment

Lecture

Tuesday 3:30 – 5:00 pm

Thursday 3:30 – 5:00 pm

Course description:

Over the past 200 years, the destiny of Europe has witnessed spectacular ups and downs. Once an imperial power controlling some 1/3 of the planet, the Europe of 1945 shrivelled in stature and in strength. At pains with its own reconstruction, it also had to renounce control of its colonial empire. The Cold War, following the Second World War, divided Europe into two hostile camps thus adding to its insecurity and humiliation.

Europe's upheavals in the twentieth century however gave birth to a new vision; a vision that became sensitive to the dangers of ethno-nationalism and over-protective economies and strove to surpass national boundaries. The shattering experience of two world wars that tore Europe apart, gave birth to 'an ever-closer union between the peoples of Europe', in other words, the European Union. Since the fall of the Berlin Wall and the end of the bipolar world, this relatively young institution has come to play a continuously greater role in world affairs. Consequently, it has undergone numerous important changes in a short period of time. Today the European Union brings together 28 (soon to be 27) nations and 500 million people.

France's role in the initial creation and the subsequent evolution of this union has been far from minimal. The very idea of unity was announced in a speech by Jean Monnet, a member of the French Committee of National Liberation, back in 1943. The Plan that led to the creation of the European Coal and Steel Community, the forerunner of the European Economic Community, which eventually became the European Union was named after France's foreign minister, Robert Schuman. It was under the presidency of a Frenchman, Jacques Delors, that the European Union launched the common currency, the Euro. Though significant, France's contributions have however not always been constructive. On many occasions France has been accused of putting her national interests before those of Europe. Their general stance can be summed in President Mitterrand's ambiguous phrase: ' France is our homeland, but Europe is our future'. Furthermore, the 2017 presidential elections in France showed a divided France on the question of the European Union with an ever-increasing electorate that expressed more sovereigntist than Europeanist views.

The aim of this class is to provide a general introduction to the history, the structure and the current developments of the European Union, with a specific focus on France. We shall start first with a historical examination of the reasons that led to the creation of the union, we will then turn to its evolution over the years and finally look at the recent events and discuss what lies ahead in the future for the European Union. **5.0 credits.** Suggested subject areas for this course: *European Studies/History/Political Science*

Goals:

The overriding aim of this class is to provide students with an overview of the historical background alongside the theoretical tools needed to understand the complex issues and institutions involved in European integration from its inception to its present-day configuration and role in world affairs.

In order to meet this goal, the course focuses on the following topics:

- Locating European construction within the existing theories of integration.
- Raising awareness of the history behind this project: how belligerent countries came to end their discord and form a union.
- Understanding the makings of this organization: its institutions and its functionaries.
- Following the workings of this institution on a day-to-day basis and grasping its importance as an economic and political actor in Europe and the world.

Learning Outcomes:

The course also seeks to develop students' written and oral analytical skills as well as to increase their knowledge base on the topic through the following types of assignments and activities:

- In-class discussions based on lecture and the weekly readings
- Oral presentations by students on a policy involving the European Union.
- A research paper presented as a case study on one of the policies of the European Union.

The quiz, the midterm and the final exam test students on their knowledge base, on their ability to apply their analytical skills to discussions surrounding the theory and history of European integration, and on their ability to appreciate and discuss the present-day effects of this organization on European and world affairs.

Course requirements:

Participation:

- Class Participation 15%

Oral assessment:

- Oral presentation 10%
- Discussion in class: 5%
- Party political presentation 5%

Written assessment:

- Quiz: 10%
- Midterm exam: 15%
- Final Exam: 25 %
- 6-8-page Research Paper 15%
- **Oral Presentation: (10%)**

Class will break up into groups. Each group will be asked to prepare a presentation on a policy, a decision, a discussion or an event in the European Union. You will be graded on the clarity, accuracy, the depth of research of the oral presentation as well as the ability to

answer questions. The group will be graded together. This should take up no more than 20 minutes.

- **Discussion in class (10%)**

There is a list of study questions attached to every week. Also some weeks, you will be sent newspaper articles related to the EU to read. You need to come prepared to class to comment on those websites and answer questions in relation to those study questions.

- **Quiz (10%), Midterm (15%) and Final (25%)**

The format of all three written assessments will be knowledge-based short answer questions. I am looking for comprehension and the ability to recall the information that was acquired.

- **Research Paper (6 to 8 pages) (15%)**

Based on your oral presentation, you will write a 6 to 8 page research paper, in which you further develop the topic.

TRIP TO BRUSSELS

I take a group of students to Brussels on Friday November 17th. If you are interested in coming, please let me know as soon as possible. There are a limited number of places. You will need to get your own tickets.

Class Policy:

Class Participation (15%) is required both in the classroom and on visits.

Students are expected to arrive on time, to remain until the end of class, to have done all the readings, and to participate both in class and during visits.

As per the UCEAP Paris Attendance Policy, lateness and absences will adversely affect course participation grades.

Academic dishonesty: Regardless of the quality of work, plagiarism is punishable with a 'failing grade' in the class and possible expulsion from the Program. Plagiarism may be broadly defined as copying of materials from sources, without the acknowledgment of having done so, claiming other's ideas as one's own without proper reference to them, and buying materials such as essays/exams.

Late assignments: Deadlines for assignments are to be respected. Late assignments will be downgraded. There are NO additional or make up assignments.

A note on electronic devices: As a courtesy to your instructor and fellow students, please do not use cell phones, laptops, tablets, e-readers, or other electronic devices during class, even to check the time. Make sure phones are turned off. Use of these devices will lower your participation grade. No recording (audio or visual) of class sessions will be permitted.

Required texts:

Mark Corner, *The European Union: an introduction*, IB Tauris, 2014

Course Reader

Week Schedules:

Week one:

September 12th & 14th

Introduction to the European Union.

The History of Europe and the birth of the 'Idea of Europe'

Reading:

- George Kovtun, *Masaryk and America*, 'The New Europe' Library of Congress, 1988.
- Aristide Briand, *The Briand memorandum*
- Maciej Gorny, 'Concept of Mitteleuropa', *International Encyclopedia of the First World War online* -
- Richard Nikolaus von Coudenhove-Kalergi, *The Pan European Manifesto*, 1923

Study Questions:

- What did each thinker/politician suggest and why?
- What were the shortcomings of each of those projects?

Week two

September 19th & 21st

Europe during WW2 and after

France during and immediately after the Second World War

Reading:

- Extracts from the Ventotene Manifesto
- Jean Monnet, *Memoirs*, chapters 11,12 and 13.
- Mr Winston Churchill speaking in Zurich 19th September 1946.

Study Questions:

- Why was nationalism discredited after WW2?
- Economically what did Western Europe need after WW2?
- Politically, what did Western Europe need after WW2?
- Was France, more than any other European country, capable of leading the post-war European project? If so, why?

Week three:

September 26th & 28th

History of the European Union: the treaties

Reading:

- Mark Corner, *The European Union: an introduction*, chapters 1 and 2
- The Schuman Declaration
- 'From the Schuman Declaration to the Birth of the ECSC: the Role of Jean Monnet, chapters 1 &2

Study Questions:

- What is a treaty
- How is it written?
- Why is it written?

- What is a sovereigntist?
- Name a couple of European sovereigntists.
- What was the Schuman Declaration?
- Why was the Schuman Declaration different to any other treaties signed before?

Week four: Quiz

October 3rd & 5th

Tuesday: Quiz 1 10%

History of the European Union: the treaties (contd)

The European Union: an anatomy

The institutions that make up the European Union

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 3
- Check the EU website

Study Questions:

- Your comments on the website
- What Is the difference between governance and government?
- Does the EU governance differ from a national one? How?
- What Is the difference between supranational and Inter-governmental?
- Which Institution is Inter-governmental, which Is supranational?
- The shifting of the balance of power between the EU institutions: why has that happened? Has it been beneficial or detrimental to the EU?
- Consider the following comments: 'A system of shared power characterized by growing complexity and an increasing number of players' 'An organization with an expanding scope, but limited capacity'

Week five:

October 10th & 12th

The institutions that make up the European Union (contd)

Look up one European political group and be ready to come to class to present their viewpoint.

Oral presentation: presentation of a political group 5%

Week six:

October 17th & 19th

The Single Market

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 4

Study Questions:

- What is a single market?
- Why is it necessary?

- What institutional changes were necessary for ensuring a single market?
- Advantages and disadvantages of a single market in the long run.

Week seven:

October 24th & 26th

Review & Midterm (20%)

The format of the midterm will be short answer questions and multiple-choice questions.

Fall break

Week eight:

November 7th & 9th

Democracy in the EU. Why Brexit?

Reading:

- Elizabeth Bomberg, John Peterson and Richard Corbett, *The European Union: How does it work?* chapter 7

Study Questions:

- What is democratic deficit?
- How important is democracy?
- How can the EU become more democratic?
- What are the lessons from Brexit?

Week nine:

November 14th & 16th

Oral Presentations

The purposes of the EU as a polity:

Key policies: Agriculture

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 5
- Look up the website of the Commissioner for Agriculture and Rural development

Study Questions:

- Comment on the website.
- Why was it necessary to have a CAP in the 1950's?
- What is a common policy? How did it affect agriculture in the European community?
- What were the criticisms that CAP faced in the 70's?
- Why did it react so slowly to these criticisms?
- Why were reforms finally introduced?
- What type of changes has CAP undergone?

FRIDAY 17th November: Trip to Brussels

Week ten:

November 21st & 23rd

Oral Presentations

A Europe of regions

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 6
- Look up news from the Committee of Regions

Study Questions:

- Comment on the website.
- What is the purpose of the Committee of Regions?
- How does It function?
- Give some example of their policies?

Environmental policy in the European Union and Conclusion

Reading:

- Mark Corner, *The European Union: an introduction*, chapters 8 and 9
- Check the web site of the Commission
 - for Climate Action and Energy
 - for Environment, Maritime Affairs and Fisheries

Study Questions:

- Comment on the websites.
- What type of action Is the EU pursuing in relation to the environment?
- How successful Is It?
- What are the obstacles It faces?

Week eleven:

November 28th & 30th

Oral Presentations

External Affairs

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 7
- Check the European External Action Service website

Study Questions:

- Comment on the website.
- What Is soft power?
- What Is the comprehensive approach?
- Give examples of EU's external affairs.

Security inside the EU: the question of immigration and asylum seekers

Reading:

- Ben Hall with Ashish Bhatt, *Policing Europe: EU Justice and Home Affairs cooperation'*

Study Questions:

- Comment on the website.
- Why is security a difficult area for cooperation?
- Why is immigration a difficult area for cooperation?
- Why is asylum a difficult area for cooperation?
- What has the EU done about it so far?

Week twelve:

December 5th & 7th

Oral Presentations

The Euro: the birth of the single currency: advantages / disadvantages.

Reading:

- *One currency for one Europe: the road to the Euro.* European Union brochure.
- Check the website of the European Central Bank

Study Questions:

- Comment on the website.
- Why did the European community introduce a single currency?
- Why was it difficult?
- What have been the advantages of the single currency?
- What have been the disadvantages of the single currency?
- The governance of the Eurozone.

Week thirteen:

December 12th & 14th

Review & Final Examination

Hand in the final papers