

UC Center Program Courses – Fall 2016  
**PCC 115. Unbound Boundaries: The Idea of Europe and European Integration**  
Prof. MARIAM HABIBI

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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 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'.

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:**

#### **Oral assessment:**

- Oral presentation 10%
- Discussion in class: 10%

#### **Written assessment:**

- Quiz: 10%
- Midterm exam: 25%
- Final Exam: 30 %
- 6-8 page Research Paper 15%

#### **1. 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 grades together. This should take up no more than 20 minutes.

#### **2. 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.

### **3. Quiz (10%), Midterm (25%) and Final (30%)**

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.

### **4. 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 STRASBOURG**

**I take a group of students to Strasbourg on Friday October 14th. 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:**

**Absence Policy:** Students are expected to attend all sessions. Students are allowed only 2 course absences for any reason (illness, travel delays, etc). Please note: three tardies (10 minutes late to class) equal one course absence. Students arriving more than 20 minutes late to a course meeting will be counted as absent. Excessive absences will result in the lowering of the student's final grade for the course, per UC Paris Attendance Policy. Additionally, any and all absences, including the permitted 2 course absences, and tardies will affect students' participation grades. Moreover, when a student misses a class, responsibility for making up missed work rests solely on his or her shoulders.

**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 books:**

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

Course Reader

## Week Schedules:

### Week one:

September 13<sup>th</sup> & 15<sup>th</sup>

#### **Introduction to the European Union.**

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

Reading:

- Richard Coudenhove-Kalergi, *International Affairs (Royal Institute of International Affairs 1931-1939)*, Vol. 10, No. 5. (Sep., 1931), pp. 638-651.
- Robert J. Kerner, 'Two Architects of New Europe: Masaryk and Beneš' *The Journal of International Relations*, Vol. 12, No. 1 (Jul., 1921), pp. 27-43
- Aristide Briand, *The Briand memorandum*

Study Questions:

1. Define what the term 'Europe' means to you.
2. What are the biases inherent in your definition?
3. A summary of the views of Coudenhove-Kalergi, Briand, Neumann, Masaryk: what were the strengths and the weaknesses of each?

### Week two

September 20<sup>nd</sup> & 22<sup>nd</sup>

#### **France during and immediately after the Second World War**

Reading:

- Extracts from the Ventotene Manifesto
- Memorandum by Jean Monnet
- Manifesto of European Resistance
- Read Tint, Chapter 7: 'Defeat and Occupation 1939-1944
- Mr. Winston Churchill speaking in Zurich  
19th September 1946.

### Thursday: Class excursion

### Week three: Quiz

September 27<sup>th</sup> & 29<sup>th</sup>

**Start the class with your impression of the museum and the study questions:**

Study Questions:

- Why does Monnet consider France *alone* capable of leading Europe after the war?
- What is meant by France's *strange defeat*?
- Why was nationalism discredited after WW2?
- Why was France capable of leading the post-war European project?

#### **An overview of the institution: theories of integration**

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 1

### Thursday: Quiz

### Week four:

October 4<sup>th</sup> & 6<sup>th</sup>

#### **History of the European Union: the treaties**

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 2
- The Schuman Declaration

### Week five:

October 11<sup>th</sup> & 13<sup>th</sup>

#### **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:

1. Your comments on the website
2. Does the EU differ from a national one? How?
3. The shifting of the balance of power between the EU institutions: why has that happened? Has it been beneficial or detrimental to the EU?
4. 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'

### Friday: trip to Strasbourg

### Week six:

October 18<sup>th</sup> & 20<sup>th</sup>

#### **The institutions that make up the European Union (contd)**

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

- <http://www.guengl.eu/>
- <http://www.eppgroup.eu/>
- <http://www.itsyourparliament.eu/groups/6.html>
- <http://ecrgroup.eu/>
- <http://www.alde.eu/>
- <http://www.greens-efa.eu/>
- <http://www.efdgrouper.eu/>

### Week seven:

October 25<sup>th</sup> & 27<sup>th</sup>

**Review & Midterm (20%)**

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

**Fall break**

### Week eight:

November 8<sup>th</sup> & 10<sup>th</sup>

**The Single market**

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 4
- Andrew Moravcsik, 'Negotiating the Single European Act: National Interests and Conventional Statecraft in the European Community', *International Organization*, Vol. 45, No. 1 (Winter, 1991), pp. 19-56

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 nine:

November 15<sup>th</sup> & 17<sup>th</sup>

**Oral Presentations**

**The purposes of the EU as a polity:**

**Key policies: Agriculture and Aquaculture**

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 5
- Look up the Commissioner for Agriculture and Rural development  
[http://ec.europa.eu/agriculture/index\\_en.htm](http://ec.europa.eu/agriculture/index_en.htm)

### Week ten:

November 22<sup>nd</sup> & 24<sup>th</sup>

**Oral Presentations**

**A Europe of regions**

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 6
- Look up news from the Commissioner for Regional Policy  
[http://ec.europa.eu/regional\\_policy/indexes/whats\\_new\\_en.cfm](http://ec.europa.eu/regional_policy/indexes/whats_new_en.cfm)

### Week eleven:

November 29<sup>th</sup> & December 1<sup>st</sup>

#### Oral Presentations

##### External Affairs

Reading:

- Mark Corner, *The European Union: an introduction*, chapter 7
- Check the European External Action Service website  
[http://eeas.europa.eu/index\\_en.htm](http://eeas.europa.eu/index_en.htm)

### Week twelve:

December 6<sup>th</sup> & 8<sup>th</sup>

#### Oral Presentations

##### Environmental policy in the European Union and Conclusion

Reading:

- Mark Corner, *The European Union: an introduction*, chapters 8 and 9
- Check their website [http://ec.europa.eu/environment/index\\_en.htm](http://ec.europa.eu/environment/index_en.htm)

### Week thirteen:

December 13<sup>th</sup> & 15<sup>th</sup>

#### Review & Final Examination

Hand in the final papers