
Instructor: Prof. Senem Aydın-Düzgit

Fall 2020-2021

Time: Monday/13.40-15.30, Tuesday/12.40-13.30

Location: Online via Zoom

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Syllabus POLS 492/POLS 592

EUROPEAN UNION: POLITICS, POLICIES AND GOVERNANCE

Description.

The course is designed to provide an understanding of the institutions and policy-making in the European Union within the analytical scope of the major theoretical frameworks of European integration. Selected policies are given specific focus, along with wider political debates in the EU.

Aims.

The course emphasises theories and concepts, but also focuses on current debates in the EU. The course is comparative in nature, theories, concepts and arguments are juxtaposed to highlight explanatory advantages and weaknesses.

In practice the course aims to familiarise students with:

- History of European integration
- The main theories of European integration: (i.e. federalism, neo-functionalism, (liberal) intergovernmentalism, social constructivism, multi-level governance).
- Important political debates concerning: i.e. the migration crisis, Brexit, the future of Europe
- The theoretical perspectives that contribute to these debates.
- Institutions of the EU and decision-making within the EU.
- Selected major policies of the EU (i.e. Common Agricultural Policy; Trade Policies; Freedom, Security and Justice).

Objectives and skills progression.

At the end of the course the students should be able to

- understand the role of the European Commission, the Council of the EU, the European Council, the European Parliament and the Court of Justice, as well as their interrelationship with one another in policy-making in the Union.

- apply different theoretical perspectives to the political debates discussed in class.
- contribute to ongoing EU debates.
- identify the main theoretical approaches to EU integration and their strengths and weaknesses.
- develop research, writing and communication skills.

Method.

The course will be conducted through:

- ex cathedra teaching by the course convenor.
- reading materials to prepare for each session.
- in class discussions.

The course materials will consist of (1) a selected reading list provided by the course convenor: book chapters will be uploaded on SUCourse+ under the week for which they are assigned and journal articles will be accessed by the students through the electronic website of the Information Centre (IC) (2) notes taken by the students during class (3) course synopsis provided by the convenor, which will allow students to verify the structure and organisation of their personal notes.

Zoom link for the lectures will be sent to students via SUCourse+.

Assessment.

The students are required to take one take-home mid-term and a take-home final exam. Graduate students who are taking this course will also be required to write a paper of 5000 words to be submitted during the final exam week.

The questions for the take-home exams will be posted online at SUCourse+ on the designated hours/days and the students will be expected to write their responses and upload them on SUCourse+ until the submission deadline. Both the mid-term and final take-home exams will consist of a number of essay questions that will involve an evaluation of the students' capacity to apply concepts and theory to practice. For such an evaluation the students can be asked to analyse a newspaper article in the light of what was discussed during the course or the students can be asked to write a short essay on some (provocative) statement provided by the convenor.

Graduate students can choose from a list of research questions provided by the course convenor or choose a separate research question that falls within the remit of the class. They are strongly advised to discuss their research question with the course convenor before they start working on it.

Grading.*Undergraduate Students*

Attendance and in-class participation	Mid-Term Exam	Final Exam
10%	40%	50%

Graduate Students

Attendance and in-class participation	Mid-Term Exam	Final Exam	Final Paper
10%	30%	30%	30%

Required Reading.

The assigned book chapters will mainly draw from the following textbooks on the EU: *Neil Nugent. The government and politics of the European Union, 8th edn., Palgrave, 2017; Daniel Kenealy et. al (eds.) The European Union: How Does It Work?. Oxford University Press, 3rd edition, 2015; Simon Hix and Bjorn Hoyland, The Political System of the EU, Palgrave, 3rd edition, 2011.* The journal articles are mostly from the *Journal of Common Market Studies* and *the Journal of European Public Policy*, the two leading journals on European integration that are both accessible at the IC.

Plagiarism.

Plagiarism is defined as ‘borrowing or using someone else’s written statements or ideas without giving written acknowledgement to the author’.

There are two kinds of plagiarism: Intentional and accidental. Intentional plagiarism (Example: Using a classmate’s homework as one’s own because the student does not want to spend time working on that homework) is considered intellectual theft, and there is no need to emphasize the wrongfulness of this act. Accidental plagiarism, on the other hand, may be considered as a ‘more acceptable’ form of plagiarism by some students, which is certainly not how it is perceived by the University administration and faculty. The student is responsible from properly citing a source if he/she is making use of another person’s work.

An Example on Accidental Plagiarism

This example is taken from a document prepared by the City University of New York.

The following text is taken from Elaine Tyler May’s ‘*Myths and Realities of the American Family*’:

“Because women’s wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children ade-

quately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.”

Below, there is an excerpt from a student’s homework, who made use of May’s original text:

“As Elaine Tyler May points out, “women's wages often continue to reflect the fiction that men earn the family wage” (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)”.

You may think that there is no plagiarism here since the student is citing the original author. However, this is an instance of accidental plagiarism. Although the student cites May and uses quotation marks occasionally, the rest of the sentences, more specifically the following section: “Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)” almost exactly duplicates May’s original language. So, in order to avoid plagiarism, the student either had to use quotation marks for the rest of the sentences as well, or he/she had to paraphrase May’s ideas by using not only his/her own words, but his/her own original ideas as well. You should keep in mind that accidental plagiarism often occurs when the student does not really understand the original text but still tries to make use of it. Understanding the original text and understanding why you agree or disagree with the ideas proposed in that text is crucial both for avoiding plagiarism and for your intellectual development.

Reference(s):

Avoiding and Detecting Plagiarism: A Guide for Graduate Students and Faculty.
The Graduate Center. City University of New York, 2012. Web.
<http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf>

PART 1: HISTORY, INSTITUTIONS AND POLITICAL ACTORS

5/6-Oct-20: Presentation of the Syllabus and History of European Integration

- Neill Nugent (2017) *The government and politics of the European Union.* pp. 23-74.

12/13-Oct-20: Institutions and Political Actors I: The European Commission

- Neill Nugent (2017) *The government and politics of the European Union.* pp. 129-161.

19/20-Oct-20: Institutions and Political Actors II: Council of the EU and the European Council

- Neill Nugent (2017) *The government and politics of the European Union*. pp. 163-200.

26/27-Oct-20: Institutions and Political Actors III: European Parliament and the Court of Justice

- Neill Nugent (2017) *The government and politics of the European Union*. pp. 201-245.

PART 2: POLICY-MAKING IN THE EU AND SELECTED EU POLICIES

2/3-Nov-20: Policy-Making in the EU and the Single Market

- Neill Nugent (2017) *The government and politics of the European Union*. pp. 301-344
- Simon Hix and Bjorn Hoyland (2011) "Regulation of the Single Market", *The political system of the European Union*. Palgrave/MacMillan: Houndsmill, third edition, pp.189-216.

9-Nov-20: TAKE-HOME MID-TERM EXAM

16/17-Nov-20: Modernizing the Budget: Agriculture, Cohesion and Financial Perspectives

- Neil Nugent (2017) *The government and politics of the European Union*. pp. 371-385 and pp. 419-432.
- Carsten Daugbjerg and Alan Swinbank (2007) The politics of CAP reform: Trade negotiations, institutional settings and blame avoidance. *Journal of Common Market Studies*, 45 (1): 1-22.

23/24-Nov-20: External Policies of the EU I: Trade and Development

- Neil Nugent (2017) *The government and politics of the European Union*. pp. 387-416.
- "The European Union as a Trade Power" in *International Relations and the European Union*, pp. 209-235 (Meunier and Nicolaidis)

30 Nov-1 Dec-20: External Policies of the EU II: CFSP/CSDP, Neighbourhood Policy and Enlargement Policy

- Graham Avery "EU Expansion and the Wider Europe", pp. 163-187 in *The European Union: How Does It Work?* (2015), 3rd ed.

- John Peterson and Andrew Geddes “The EU as a Security Actor”, pp. 187-208 and John Peterson and Marlene Gottwald “The EU as a Global Actor”, pp. 208-229 in *The European Union: How Does It Work?* (2015), 3rd ed.

PART 3: CONCEPTUALISING THE EU: THEORETICAL PERSPECTIVES

7/8-Dec-20: Theoretical Approaches to EU Governance I (The Grand Theories of European Integration)

- Ben Rosamond (2000) *Theories of European integration*. Palgrave/MacMillan: Houndsmill Palgrave. pp. 50-73, and 130-156.
- Andrew Moravcsik and Frank Schimmelfennig, “Liberal Intergovernmentalism” in *European Integration Theory* (2009), 2nd ed.

14/15-Dec-20: Theoretical Approaches to EU Governance II (Middle-Range Theory and Constructivist Approaches)

- Burkard Eberlein and Dieter Kerwer (2004) New governance in the European Union: a theoretical perspective. *Journal of Common Market Studies*, vol. 42, no. 1, pp. 121-42.
- Jeffrey Checkel (2006) “Constructivist Approaches to European Integration” in Knud Erik Jorgensen et al (eds.) *Handbook of European Integration*, London: Sage.

PART 4: CONTEMPORARY POLITICAL DEBATES IN THE EU

21/22-Dec-20: Legitimacy/Democracy Challenge and the Rise of Populism and Euroscepticism

- Andrew Moravcsik (2002) In defence of the ‘democratic deficit’: reassessing legitimacy in the European Union. *Journal of Common Market Studies*, 40 (4), pp. 603-24.
- Andreas Follesdal, Simon Hix (2006) Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik', *Journal of Common Market Studies* 44(3), pp. 533-62.
- Daniel Kelemen (2020) The European Union’s Authoritarian Equilibrium, *Journal of European Public Policy* 27 (3), pp. 481-499.

28/29-Dec-20: Future of Europe after Multiple Crises: Eurocrisis, Migration Crisis and COVID

- George Tsebelis (2008) Thinking about the recent past and the future of the EU. *Journal of Common Market Studies*, 46(2): 265-292.

- Rosa Balfour, Europe's Global Test, Carnegie Endowment for International Peace, 2020, accessible at <https://carnegieendowment.org/2020/09/09/europe-s-global-test-pub-82499>.
- Neil Nugent (2017) *The government and politics of the European Union*. pp. 1-19 and 461-464.

4/5-Jan-21: Review

Please note that changes may be made to this syllabus and students will be duly notified of such changes.