Course Syllabus POL 333E/G

POLICIES IN THE EUROPEAN UNION

Number of ECTS credits: 6

Contact Details for Professor

Dr. Dana Adriana Puia Morel
Email: dana-adriana.puia@ec.europa.eu, dapmorel@gmail.com
Tel: 0479058444 (cell), 022985074 (office)
Meeting time: Wednesday 16.30-19.30, room: VeCo
Office Hours: By Appointment

Course Description

This course will offer a solid understanding of the EU institutions, decision-making, policies and theoretical approaches. In addition to exposing you to some of the more frequently cited literature on the EU, the material covered will help you think analytically about the EU and encourage you to reflect on how one moves from conceptual ideas to empirical research. However, during the semester, we will cover only a small portion of the large body of existing literature on the EU. I hope you will view this course as an initial step towards developing the knowledge base and analytical skills needed for a sophisticated understanding of the EU.
I expect a fruitful exchange of ideas in class. Every student should come to class prepared to discuss the week's reading assignments and vigorously engage in class discussions and exercises. We will be doing participatory leadership exercises in class, so I encourage you to spend time thinking about the course topics before class.
## Learning Objectives

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods and assignments used to test learning objectives</th>
<th>Feedback given to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor has a profound knowledge of the main actors and the main processes in European and global international affairs and is able to apply this knowledge in the current international affairs.</td>
<td>Understand, analyze and assess the developments, actors, institutions and challenges of policy-making in general, and European integration in particular; acquire a solid base and understanding of the EU institutions, decision-making, policies and theoretical approaches.</td>
<td>The lectures are interactive in style and include discussions, presentations and exercises in participatory leadership style. Students are encouraged to ask and answer questions and creatively use the concepts and theoretical lenses learned in class.</td>
<td>Students' work in the course, whether oral or written, is evaluated on the basis of its pertinence, accuracy, logic, thoroughness, insightfulness, and literary grace. Class presentations should be carefully prepared and well presented. Students' papers should be carefully and intelligently constructed and demonstrate knowledge, analytic insight, and creativity. Class participation is assessed in terms of both the quality and the quantity of students' contribution.</td>
<td>After class exercises and discussions, on all written work submitted, including exams.</td>
</tr>
<tr>
<td>The bachelor has a demonstrable insight in the theoretical and historical frameworks in the academic literature on international affairs. He is able to apply these frameworks in order to understand and interpret the current processes and dynamics in international affairs.</td>
<td>Get exposure to some of the more frequently cited literature on the EU; view this course as an initial step towards developing the knowledge and analytical skills needed for a sophisticated understanding of the EU; apply the concepts of European integration and policy-making to current events. Understand and use the main theoretical concepts of neofunctionalism, liberal intergovernmentalism, federalism and multi-level governance; acquire the ability to explain and illustrate the Community method, distributive policies and the open method of coordination.</td>
<td>The lectures are interactive in style and include discussions, presentations and exercises in participatory leadership style. Students are encouraged to ask and answer questions and creatively use the concepts and theoretical lenses learned in class.</td>
<td>Students' work in the course, whether oral or written, is evaluated on the basis of its pertinence, accuracy, logic, thoroughness, insightfulness, and literary grace. Class presentations should be carefully prepared and well presented. Students' papers should be carefully and intelligently constructed and demonstrate knowledge, analytic insight, and creativity. Class participation is assessed in terms of both the quality and the quantity of students' contribution.</td>
<td>After class exercises and discussions, on all written work submitted, including exams.</td>
</tr>
<tr>
<td>The bachelor has insight into the broad societal context and is able to take this societal context into account in the analysis and interpretation of current problems in international affairs.</td>
<td>Use the tools provided by political science and economics to critically analyse and evaluate the development, current events and challenges of European integration.</td>
<td>The lectures are interactive in style and include discussions, presentations and exercises in participatory leadership style. Students are encouraged to ask and answer questions and creatively use the concepts and theoretical lenses learned in class.</td>
<td>Students' work in the course, whether oral or written, is evaluated on the basis of its pertinence, accuracy, logic, thoroughness, insightfulness, and literary grace. Class presentations should be carefully prepared and well presented. Students' papers should be carefully and intelligently constructed and demonstrate knowledge, analytic insight, and creativity. Class participation is assessed in terms of both the quality and the quantity of students' contribution.</td>
<td>After class exercises and discussions, on all written work submitted, including exams.</td>
</tr>
<tr>
<td>Major Learning Objectives</td>
<td>Course Learning objectives addressing the Major Objectives</td>
<td>Methods used to Teach Course Objectives</td>
<td>Methods and assignments used to test learning objectives</td>
<td>Feedback given to Student</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of international affairs.</td>
<td>Execute a research design by developing organizational skills and being able to clearly state research question, theoretical arguments and hypotheses and findings and interpret empirical data; use qualitative and quantitative methods in a rigorous manner; communicate effectively key research findings and be able to distinguish what is left for future research.</td>
<td>The lectures are interactive in style and include discussions, presentations and exercises in participatory leadership style. Students are encouraged to ask and answer questions and creatively use the concepts and theoretical lenses learned in class.</td>
<td>Students’ work in the course, whether oral or written, is evaluated on the basis of its pertinence, accuracy, logic, thoroughness, insightfulness, and literary grace. Class presentations should be carefully prepared and well presented. Students' papers should be carefully and intelligently constructed and demonstrate knowledge, analytic insight, and creativity. Class participation, including in participatory leadership exercises, is assessed in terms of both the quality and the quantity of students’ contribution.</td>
<td>In order to enable them to execute a proper research design, students get feedback on their research proposals.</td>
</tr>
<tr>
<td>The bachelor has an open and academic attitude, characterized by accuracy, critical reflection and academic curiosity.</td>
<td>Learn self-discipline and the importance of commitment by completing a research project, learning to respect deadlines, coming to class prepared, understanding the consequences of not handing in an assignment. Spend time thinking about European integration and policy-making in order to allow a fruitful exchange of ideas in class. Work efficiently to produce research results and policy analysis and be able to present these in an eloquent manner. Understand the limitations of a research design – what can and what cannot be explained in a project.</td>
<td>The lectures are interactive in style and include discussions, presentations and exercises in participatory leadership style. Students are encouraged to ask and answer questions and creatively use the concepts and theoretical lenses learned in class.</td>
<td>Students’ work in the course, whether oral or written, is evaluated on the basis of its pertinence, accuracy, logic, thoroughness, insightfulness, and literary grace. Class presentations should be carefully prepared and well presented. Students' papers should be carefully and intelligently constructed and demonstrate knowledge, analytic insight, and creativity. Class participation, including in participatory leadership exercises, is assessed in terms of both the quality and the quantity of students’ contribution.</td>
<td>After class exercises and discussions, on all written work submitted, including exams.</td>
</tr>
<tr>
<td>Major Learning Objectives</td>
<td>Course Learning Objectives addressing the Major Objectives</td>
<td>Methods used to Teach Course Objectives</td>
<td>Methods and assignments used to test learning objectives</td>
<td>Feedback given to Student</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>The bachelor is able to apply a multi-disciplinary perspective in his analysis of international affairs. The bachelor is able to work in a multicultural team.</td>
<td>Understand that there is no one way of doing things, multiple perspectives are acceptable; learn to respect and relate to the others' points of view; understand the importance of feedbacks from peers and from the professor.</td>
<td>The lectures are interactive in style and include discussions, presentations and exercises in participatory leadership style. Students are encouraged to ask and answer questions and creatively use the concepts and theoretical lenses learned in class.</td>
<td>Students’ work in the course, whether oral or written, is evaluated on the basis of its pertinence, accuracy, logic, thoroughness, insightfulness, and literary grace. Class presentations should be carefully prepared and well presented. Students’ papers should be carefully and intelligently constructed and demonstrate knowledge, analytic insight, and creativity. Class participation, including in participatory leadership exercises, is assessed in terms of both the quality and the quantity of students’ contribution.</td>
<td>After class exercises and discussions, on all written work submitted, including exams.</td>
</tr>
<tr>
<td>The bachelor recognizes the importance of life-long learning.</td>
<td>View this course as an initial step towards developing the knowledge base and analytical skills needed for a sophisticated understanding of the EU.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.</td>
<td>Develop the ability to communicate well, both in oral and written form: clearly structure paragraphs and sentences, make clear arguments and back them up with evidence, learn to proofread papers before submitting them. Engage in class discussions and exercises, and thus develop independence of thought, ability to listen, creative thinking and ability to engage in public debates.</td>
<td>The lectures are interactive in style and include discussions, presentations and exercises in participatory leadership style. Students are encouraged to ask and answer questions and creatively use the concepts and theoretical lenses learned in class.</td>
<td>Students’ work in the course, whether oral or written, is evaluated on the basis of its pertinence, accuracy, logic, thoroughness, insightfulness, and literary grace. Class presentations should be carefully prepared and well presented. Students’ papers should be carefully and intelligently constructed and demonstrate knowledge, analytic insight, and creativity. Class participation, including in participatory leadership exercises, is assessed in terms of both the quality and the quantity of students’ contribution.</td>
<td>Students present their research findings in class before handing in the final research paper, which allows them to improve their paper by getting feedback from the professor and from their peers.</td>
</tr>
<tr>
<td>The bachelor is able to include ethical judgments in his analysis of current problems in international</td>
<td>Develop solid analytical thinking about the EU and encourage a thorough reflection on how one moves from conceptual ideas to empirical research.</td>
<td>The lectures are interactive in style and include discussions, presentations and exercises in participatory leadership style. Students are</td>
<td>Students’ work in the course, whether oral or written, is evaluated on the basis of its pertinence, accuracy, logic, thoroughness, insightfulness, and literary grace.</td>
<td>After class exercises and discussions, on all written work submitted, including exams.</td>
</tr>
<tr>
<td><strong>Major Learning Objectives</strong></td>
<td><strong>Course Learning objectives addressing the Major Objectives</strong></td>
<td><strong>Methods used to Teach Course Objectives</strong></td>
<td><strong>Methods and assignments used to test learning objectives</strong></td>
<td><strong>Feedback given to Student</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>affairs and assesses the impact of these ethical judgments on the solutions proposed for current international affairs.</td>
<td>Be able to critically compare and synthesize major theories of European integration and apply them in a creative manner to interpret current events; be able to analyse and compare various European policies, understand their rationale and process formation.</td>
<td>encouraged to ask and answer questions and creatively use the concepts and theoretical lenses learned in class.</td>
<td>literary grace. Class presentations should be carefully prepared and well presented. Students’ papers should be carefully and intelligently constructed and demonstrate knowledge, analytic insight, and creativity. Class participation, including in participatory leadership exercises, is assessed in terms of both the quality and the quantity of students’ contribution.</td>
<td></td>
</tr>
</tbody>
</table>

**Course schedule**

**Week 1 (Jan 18)**

Introduction, course overview, EU knowledge & the importance of studying the EU

*Participatory leadership exercises:* “What does the EU represent for me?”, “Why should we study the EU?”

**Week 2 (Jan 25) EU institutions and decision-making**

*Readings:*

Wallace et al Chapters 3 and 4

*Suggested readings:*


*Participatory Leadership Exercises (Listening with a purpose):* "Why was the EU created?, What is the EU?", “Policy-making: definition, structure, stages and modes”

**Week 3 (Feb 1)** *Explaining European integration– theoretical approaches*

*Readings:*

Wallace et al Chapter 2


Suggested readings:


Participatory Leadership Exercises: "Why do we need theories? European integration as dependent variable"; "Understanding neo-functionalism and liberal intergovernmentalism"; "The role of institutions and the role of ideas"

Week 4 (Feb 8) The Single Market and the Euro

Readings:

Wallace et al Chapters 5 and 7

Suggested readings:


Participatory Leadership Exercises: "Which are the theoretical explanations of the creation of the Single Market and the barriers for achieving the Single Market?"; "Which are the theoretical explanations of the creation of the Euro and the main challenges facing the Euro and the EMU?"

Week 5 (Feb 15) Research Design

Readings:


Participatory Leadership Exercises: World Café: How to structure a research design

Open Space: Designing your own research proposal

Week 6 (Feb 22) The common agricultural policy; Structural Funds and Cohesion Policy
Readings:
Wallace et al Chapters 8 and 10

Suggested Readings:

Participatory Leadership Exercises: Which are the objectives and main reforms of CAP?; "Which are the goals and principles of regional policy?"; "Theoretical explanations of CAP and regional policy"

Week 7 (Mar 1) Mid-term Exam

Week 8 (Mar 8) Energy policy, climate change and environmental policy
Readings:
Wallace et al Chapters 13 and 14

Suggested Readings:
Stern, Nicholas. 2008. "Key elements of a global deal on climate change." eprints.lse.ac.uk:
http://eprints.lse.ac.uk/19617/1/Key_Elements_of_a_Global_Deal-Final_version(2)_with_additional_edits_post_launch.pdf

Participatory Leadership Exercises: Comparing and contrasting: “US & EU policies on GMOs, energy and fighting against climate change"

Week 9 (Mar 15) The EU Budget and the EU finances; Social policy
Readings:
Wallace et al Chapters 9, 11 and 12

Suggested Readings:

Participatory Leadership Exercises: "Why is it important to study the EU budget?", "What is the rationale of the Multi-annual Financial Framework?"; "Which are the objectives of social and employment policies?"

Week 10 (Mar 22) The EU and the world: Trade policy and Enlargement
Readings:
Wallace et al Chapters 16 and 17

Suggested Readings:


Participatory Leadership Exercises: “Which are the goals and instruments of trade policy?”; “Which are the principles and processes of enlargement policy?”

**Week 11 (Mar 29)** Competitiveness and support for business; EU Foreign Policy

Readings:
Wallace et al Chapters 14 and 18

Suggested Readings:
Member States Competitiveness Report 2016:

Participatory Leadership Exercises: “Which are the objectives of industrial policy and the components of competitiveness?; “Which are the goals of foreign policy?”

**Week 12 (Apr 19)** Public opinion in the EU

Readings:


Suggested readings:


Participatory Leadership Exercises: “Which are the factors that shape attitudes towards European integration?”; "Interpreting the Eurobarometer”

**Week 13 (Apr 26)** Europe 2020, the European Semester and Economic governance

Readings:

Volume 35, Special Issue: Redefining European Economic Governance.


Suggested Readings:
Commission Communication "Annual Growth Survey 2017"
http://ec.europa.eu/europe2020/index_en.htm

Participatory Leadership Exercises: "Which are the liberal intergovernmentalist explanations of EU economic governance?", "Which are the neofunctionalist explanations of EU economic governance and the European Semester?"

Week 14 (May 3) Research Papers - Class presentations
Papers DUE on May 4 at midnight by email

Week 15 (May 10) Final Exam

Course materials
The required book for this course is:

The other materials can be found either in the library or downloaded via the Library System (electronic journals website). Materials that are not available will be handed out in class or emailed to you.

Course Assessment
Mid-Term Exam: 25 %
Research Paper: 40 %
Final Exam: 25 %
Class Participation: 10 %

Letter grades will be curved!

Description of activities and Grading Criteria
Specifically, grades for this course will be based on class participation, exams and final paper, as follows:

- Class Presentations and Participation: You are expected to actively participate in class discussions and exercises. We will be doing participatory leadership exercises in class based on the readings and the main objectives of the
class topics. Students should be familiar with the content of the readings and be able to answer the guiding questions provided.

- **Research Paper**: You are requested to produce a Final Paper (5000 words) for this class, on a topic of your choice related to EU affairs. The paper should testify to your capacity to make a theoretical argument and support it with factual/empirical information. In order to ensure that you are on the right track, we will discuss research design and do some related exercises in Week 5. Make sure that your research proposal has a (clear) research question (to which your theoretical argument should be the answer) and indicate how you are going to execute the research (including bibliography and empirical information – at least 10 sources). We will do some in-class exercises/presentations based on your paper in Week 15; the Final Paper is due to me on the following day. Good luck!

- **Exams**: Both exams will include short essays as well as short answers to some questions. The Mid-Term will cover all the material up to Week 7, whereas the Final will cover the rest of the material from Week 8 to Week 13.

**Research Paper Grading Rubric**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Max Points</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presenting Paper in Class</strong> (20/100 Points)</td>
<td>Clear presentation of Research Question, theoretical argument and main empirical results</td>
<td>10/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear and concise answers to questions from class and students</td>
<td>5/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ease of speaking in front of the class, fluid presentation (without reading)</td>
<td>5/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Question, Theoretical Argument &amp; Puzzle</strong> (30/100 Points)</td>
<td>Clear and concise Research Question</td>
<td>6/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear and concise theoretical argument</td>
<td>6/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good use of independent and dependent variables and hypotheses</td>
<td>6/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly explaining why it is important to address the puzzle</td>
<td>6/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anchoring the puzzle in current debates/literature review</td>
<td>6/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Empirical Research</strong> (20/100 Points)</td>
<td>Choice of appropriate research methods</td>
<td>4/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extensive analysis supported by facts and data</td>
<td>4/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good use of conceptual and theoretical frameworks</td>
<td>4/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion</td>
<td>Description</td>
<td>Max Points</td>
<td>Points</td>
<td>Comments</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Explanation of choice of case studies and examples</td>
<td>4/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coherent and logical line of argumentation, linking theories and empirical examples back to research question</td>
<td>4/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and Formal Aspects (10/100 Points)</td>
<td>Coherent and logical structure – with clear subsections</td>
<td>5/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correct use of language (spelling, grammar, expression), correct citation and bibliography</td>
<td>5/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality of Thought (10/100 Points)</td>
<td>Original thinking, deep level of reflection of research, interesting/new ideas and solutions</td>
<td>10/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions (10/100 points)</td>
<td>Clear and concise summary of theoretical argument &amp; main empirical findings</td>
<td>5/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly stating what the paper does not address, what is left for future research</td>
<td>5/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Comments</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Policy on late submission of assignments

Assignments have to be turned in on time. For every day passed the due date, one grade point (for example, from B- to C+) will be deducted from your grade on the assignment.

Absences

Class attendance is mandatory. Starting with your 3rd absence, one grade point (for example, from B- to C+) will be deducted from your final grade per class that you miss, unless you provide an acceptable excuse, such as a note from a doctor, according to school policy. Please notify me in advance by email or phone if you will be missing a particular class; having another student inform me of your absence during class is not acceptable.

Academic integrity

Honesty and scrupulous behavior are essential if the academic establishment is to fulfill its educational mission. All students are expected to adhere to the Vesalius College standards concerning academic integrity. If the instructor suspects that a student is cheating, the student will be challenged and the course grade may be lowered to an F. If the matter is in dispute, a specialized procedure will be implemented.