

“The Politics of European Integration”

(PSC 394/594)

Summer Study Abroad Program in Lisbon, Portugal, 2008

ISEG-UTL, Francesinhas II

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The purpose of this course is to give a general overview of the main features of the so-called process of European integration, that is, the process initiated after World War II and that led to the establishment of the European Union. During the course we will also discuss the major constraints that actually face European construction, like the enlargement to the Eastern European countries, the question of Turkey and the European Constitution.

The course will review the main steps of the construction of Europe since the establishment of the European Communities during the 1950's. It will concentrate on the major constitutional transformations that occurred since then, namely the adoption of the Single European Act, the Maastricht Treaty (that established the European Union), the Amsterdam, Nice and Lisbon Treaties. It will also discuss the great challenge of reform opened by the French and Dutch rejections of the Constitutional Treaty for the Union, and its replacement by the Lisbon Treaty of 2007.

The approach of the course will be mainly centered on political and institutional affairs. It will not require a background in European integration, although some knowledge in European studies may be of advantage.

LECTURES

1- Brief history of European economic integration

2- The European Communities.

The deepening and widening of European integration.

3- Institutional structure of the European Union: the European Council; the Council of Ministers

4- The European Commission

5- The European Parliament and the European elections

6- The Eastern European enlargement. The question of Turkey.

7- The post-Maastricht legitimacy crisis. The Treaty of Amsterdam.
The Treaty of Nice and the institutional reforms for EU enlargement.

8- The European Monetary Union: the Euro.

9- The European Convention and the 2004 Intergovernmental Conference (IGC): the European Constitution

10 - Final exam

BIBLIOGRAPHY

(Books only)

- Required

J. Richardson (ed.), *European Union. Power and policy-making*, Routledge, London and New York, 3rd edition, 2005 (forthcoming).

- Recommended

H. Wallace, W. Wallace (eds.), *Policy-Making in the European Union*, Oxford University Press, 3rd edition, 2000.

D.W. Urwin, *The Community of Europe: A History of European Integration since 1945*, Longman, New York, 2nd edition, 1995.

A. Moravcsik, *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*, Cornell University Press, New York, 1998.

COURSE FORMAT

The course will meet 3 days per week, for two hours each day. Meetings will be a mixture of lecture and discussion. Guest lecturers will be invited for topics in which they are specialists. Students will conduct readings prior to lectures.

Grading

Most of the learning for this course will take place outside the classroom, as students are encouraged and expected to engage in a variety of activities aimed at engaging the textual and lecture materials. For this reason, class attendance and active participation will provide 30% of the overall grade. Another 30% will be based upon the production of one of the following projects, according to whether the student is seeking undergraduate or graduate credit:

1. Undergrads- a short 3-4 page analysis of an outside reading assigned by the instructor. Students must demonstrate an understanding of the author's arguments and attempt to relate or critique said arguments based upon similar readings from the required reading list for class. After briefly summarising the article's argument in your own words, you should analyze/compare the article to other readings you have done and/or relate it to points made by guest lecturers in class.

2. Graduate Students- produce a significant research paper of at least 10-15 pages on one aspect of European integration with references to the academic readings assigned in the course and other research conducted by the student. Alternatively, teachers taking the course might develop a lesson plan for teaching the European Union that they would expect to implement in their classrooms upon return to the US. This would follow a standard format including intended learning outcomes, materials needed, outline of content, assessment instruments, and a written summary.

A comprehensive final exam will be given at the end of the course worth 40% of the grade.

Class Participation 30%

Paper 30%

Exam 40%