

**Dalhousie University**  
**Department of Political Science**

**Directed Reading Course (POLI 3602):**

**The European Union in Theory and Practice**

*Summer 2018*

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**Course overview**

Students enrolled in this directed reading course will participate in a study tour of European Union institutions organized by a consortium of universities, of which Dalhousie University is a part. The project is described at <https://www.uvic.ca/interdisciplinary/europe/study-tour/index.php>

The tour gives students first hand exposure to EU institutions, including discussions with officials from a variety of organizations providing different perspectives on a number of issues. An assessment of participation will be provided by the teaching collective accompanying the tour. At Dalhousie University, Professor Ruben Zaiotti, is responsible for the course, which involves seminar sessions before and after the tour, overseeing and evaluating completion of written requirements associated with the course, and providing the final course evaluation. In 2018 the Tour assignment focuses on four main themes covered during the Tour:

***Theme 1: EU-Russia relations and the Eastern Partnership Policy with the Ukraine***

***Theme 2: Multiculturalism and Integration***

***Theme 3: The Canada-EU Comprehensive Economic and Trade Agreement***

***Theme 4: Ever Deeper Union: Topics and Questions***

Readings for these themes are included below. The Dalhousie course runs the in the early summer term, and the Tour in Europe runs from May 13 June 3, 2018

All students are expected to have background on the EU equivalent to that presented in POLI3321 - Politics of the EU or to do appropriate background reading.

**Course requirements:**

*-Attendance at the EU Study Tour in its entirety*, based on an evaluation provided by Tour staff.

*-Participation in meetings with instructor and completion of required readings.* Students are expected to complete course readings and to attend all meetings unless a valid excuse is presented in advance.

*-An oral briefing on two European/EU institutions* (as agreed). The class will discuss the main institutions visited on the tour. The discussion will be based on the students’ oral presentations. Each student will select one institution visited on the Tour and prepare an 8 minute presentation on it. The briefing should describe the importance and role of the institution within the EU, or in Europe (if not an EU institution).

*-EU Study Tour Blog contributions:* We will set up a blog for posts during the EU Study Tour. Each student will be responsible for blogging two days during the Tour. Each blog post will contain reactions to consultations in Europe, and will provide the opportunity for reflection on the materials engaged. Each blogpost should be about 200 – 300 words in length.

*-A post-Tour paper* (approximately 10 pages, double spaced, excluding notes and bibliography) that addresses an issue considered on the Study Tour and relates impressions/material/knowledge gained from the Tour to available academic literature on that topic. (You should consult at least three **scholarly** sources on the topic). The primary purpose of the assignment is to consider how material and insights from practitioners relate to ‘scientific’ findings reported in academic writings. Also you should, where possible, address:

- how interaction with practitioners may be used in social science research, and
- how and when scholarly work might be useful to or, if taken into account, might impact on the work of practitioners.

The paper is due by 5 p.m. on June 15, 2018. You are requested to submit the paper electronically by email to the instructor.

**Marking scheme:**

Participation in EU Study Tour (based on evaluation by on-site instructors)	40%
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2 Blog posts	10%
Oral briefings (on Institutions)	15%
Essay	35%

Please note the following important rules associated with this course: Any student who does not satisfactorily complete and participate in the EU Study Tour (as certified by faculty evaluators associated with the Tour) or who fails to hand in the post-tour paper will receive a failing mark in the course. Penalties for late submission of the post-tour paper will be as follows (waived with a valid written medical or equivalent excuse): Two points (of a 100% scale) for each day late (excluding weekends).

### **Class Meetings and Readings**

All students are expected to have background on the EU equivalent to that presented in POLI3321 Politics of the EU. If you do not have this background you should review: Michelle Cini and Nieves Pérez-Solórzano Borragán 2013 ( Fourth Edition, Oxford University Press).

**Pre tour session: Organizational meetings (March 19, 10,30-2AM p.m). Overview of the Tour and organization of our work.**

**De-Briefing after the Tour (date to be determined, may be individual meetings)**

We will discuss the course papers and general feedback on the Tour and hold the oral presentations on EU institutions.

To be scheduled, either individually or in a group.

### **Topics TBA**

#### **Topic I: EU-Russia relations, the Eastern Partnership Policy, and Ukraine**

##### Topics and Questions

- What principles have guided the EU's Eastern Partnership Policy and how successful has it been in meeting its objectives? Is the the EU reassessing the policy in light of the Ukrainian crisis, and what are some of the issues involved?
- Assess various explanations of the Ukraine crisis and how it relates to underlying issues in the EU-Russian relationship in the period leading up to the crisis.
- In light or Russia's promotion of the Eurasian Customs Union and of the Ukraine crisis, what are the main issues and options facing the EU in its relations with Russia, moving forward (both in the short and medium term)?

##### Readings

Ketie Peters, Jan Rood, and Grzegorz Gromadzki (2009). 'The Eastern Partnership: Towards a New Era of Cooperation between the EU and its Eastern Neighbours?' Revised Overview Paper, EU Policies Seminar Series, Clingendael European Studies Program, The Hague, December 2009, <http://www.policypointers.org/Page/View/10479>

Adam Hug, “Challenges for the EU’s Eastern Partnership Adam,” t Hug, ed. *Trouble in the Neighbourhood: The Future of the EU’s Eastern Partnership* (London: Foreign Policy Centre), 2015. articles by Adam Hug, pp. 8-20 (Challenges for the EU’s Eastern Partnership), and the sections on Ukraine, Moldova, Georgia, and Armenia (pp. 34-56), <http://fpc.org.uk/fsblob/1681.pdf>

Andras Racz, “Russian Approaches to the ‘Common Neighbourhood’: Change or Preservation of the Status Quo?” (Oct. 2010), Institute for Europaeische Politik ( Berline) SPES Policy Papers (use Google search to locate)

Sergei Lavrov (2013), “State of the Union Russia-EU: Prospects for a Partnership in the Changing World,” *Journal of Common Market Studies* 51, Annual Review, pp. 6-13, also published at: [http://www.mid.ru/brp\\_4.nsf/0/B769A8BF9D89820044257BC6006008F6](http://www.mid.ru/brp_4.nsf/0/B769A8BF9D89820044257BC6006008F6)

Rilka Dragneva and Kateryna Wolczuk “Eurasian Economic Integration: Institutions Promises and Faultline,” LSE Ideas (The Geopolitics of Eurasian Economic Integration, 2014, <http://www.lse.ac.uk/IDEAS/publications/reports/pdf/SR019/SR019-Dragneva-Wolczuk.pdf>. (Optional: also see articles about Ukraine, Moldova, Georgia and Armenia, <http://www.lse.ac.uk/IDEAS/publications/reports/SR019.aspx>)

Hiski Haukkala, “From Cooperative to Contested Europe? The Conflict in Ukraine as a Culmination of a Long –Term Crisis in EU-Russia Relations,” *Journal of Contemporary European Studies*, 2015, DOI: 10.1080/14782804.2014.1001822 (<http://dx.doi.org/10.1080/14782804.2014.1001822>)

## **Topic 2: Multiculturalism and Integration**

### **Topics and Questions**

- How do European approaches to multiculturalism and immigration differ from North American approaches, and between Member States?
- To what extent can we expect "Europe" or the European Union to cooperate on matters of immigration?
- If the nation state and nationalism is part of the "problem", is more "Europe" part of the solution?
- To what extent are failed integration policies in some EU Member States linked to rising Euroscepticism?

### **Readings**

#### **Articles:**

Hansen, Randall (2011) “The Two Faces of Liberalism: Islam in Contemporary Europe ” *Journal of Ethnic and Migration Studies* Vol. 37, No. 6, July 2011, pp. 881-897.

Lesińska, Magdalena (2014) “The European backlash against immigration and multiculturalism” *Journal of Sociology* 2014, Vol. 50(1) 37–50.

Mudde, Cass (2013). "The 2012 Stein Rokkan Lecture - Three decades of populist radical right parties in Western Europe: So what?" *European Journal of Political Research* 52: 1–19.

Hansen, Peo (2009) "Post-national Europe – without cosmopolitan guarantees" *Race and Class* Vol. 50(4): 20–37

### **Blogposts:**

- <http://blogs.lse.ac.uk/politicsandpolicy/multiculturalism-communities/>
- <http://openeurope.org.uk/blog/germany-next-battle-ground-immigration/>
- <http://21centuryeurope.wordpress.com/>

There are several other blogs on these pages. Use the search functions to find other related content.

### **Topic 3) The Canada-EU Comprehensive Economic and Trade Agreement (CETA)**

#### Topics and Questions

- what does it mean economically for Europe? for Canada? Contrast the objectives and benefits associated with the CETA for Canada and Europe
- how does CETA relate to current negotiations with the US for a similar agreement and how would the latter affect CETA's implementation and impact?
- how does the CETA fit into the larger EU trade strategy?
- who will benefit the most in Europe and who stand to lose?
- what are (were) the main contentious issues in these negotiations? Consider, among other things, the role of the provinces and member states, as well as impacts of particular sectors as well as employment. What kinds of concerns have been expressed by civil society organizations? How were these contentious issues dealt with?

#### Readings

Government of Canada (2013). "Canada reaches historic trade agreement with the European Union." <http://www.actionplan.gc.ca/en/news/ceta-aecg/canada-reaches-historic-trade-agreement-european>.

Healy, Teresa (2014). "Canadian and European Unions and the Canada-EU CETA negotiations", *Globalizations*, 11:1, 59-70

Woolcock, Stephen (2014), "EU Policy on Preferential Trade Agreements in the 2000s: A reorientation towards Commercial aims", *European Law Journal*, Vol. 20, N0 6 2014, 718-732

Scott, C. (2013). " 'What's There to Lose?' Procurement Policies and Investment Restrictions Under a Proposed Canada-EU Comprehensive Economic and Trade Agreement." *Mapping Politics* Vol.

5. <http://journals.library.mun.ca/ojs/index.php/MP/article/view/913/790>.

Schwanen, D. (2013). " Uneasy Birth: What Canadians Should Expect from a Canada-EU Trade Deal." E-Brief C.D. Howe Institute. [http://www.cdhowe.org/pdf/e-brief\\_163.pdf](http://www.cdhowe.org/pdf/e-brief_163.pdf)

#### **Topic 4: Ever Deeper Union?**

##### Topics and Questions

- Critiques of the economic crisis: a feminist approach
- The United Kingdom: elections and the possibility of BRExit
- Greece: Syriza, The Troika, and austerity
- Is a banking union sufficient to guard against future shocks? What role do central banks play
- Critiques of further economic integration: EMU and democratic deficit

##### Readings

Annesley, Claire and Alexandra Scheele (2011). "Gender, Capitalism and Economic Crisis: Impact and Responses", *Journal of Contemporary European Studies*. Vol. 19, No. 3, 335

Vojtiskova, Vladka (2014). "The prospect of a British exit from the EU", *European View* (2014) 13:309–317

European Parliament News Service (2014) "Greece: Troika success story or a warning against too much austerity?", Press Release, 29/01/2014. At: <http://www.europarl.europa.eu/news/en/newsroom/content/20140129STO34108/html/Greece-Troika-success-story-or-a-warningagainst-too-much-austerity>

Featherstone, Kevin (2015). "External conditionality and the debt crisis: the 'Troika' and public administration reform in Greece", *Journal of European Public Policy*, Volume 22, Issue 3, pages 295-314

European Commission Memo (2014) "Banking union: restoring financial stability in the Eurozone". [http://ec.europa.eu/finance/general-policy/docs/banking-union/bankingunion-memo\\_en.pdf](http://ec.europa.eu/finance/general-policy/docs/banking-union/bankingunion-memo_en.pdf)

Majone, Giandomenico (2014). "From Regulatory State to a Democratic Default", *Journal of Common Market Studies*. Volume 52, Issue 6, pages 1216–1223, November 2014

The Deutsche Bundesbank website (familiarize yourself with the current issues): [http://www.bundesbank.de/Navigation/EN/Home/home\\_node.html](http://www.bundesbank.de/Navigation/EN/Home/home_node.html)

#### **Academic Dishonesty**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment,

loss of credit with a notation on the transcript (notation reads: “grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the University. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to: <http://plagiarism.dal.ca/student/index.html>.

**Accommodation policy**

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain Form A

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