

POL324H1
POLITICS OF EUROPE AND THE EUROPEAN UNION
Spring 2017

Wednesday, 6-8pm
Room: UC179

Instructor: Francisco Beltran

Room 323N
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1. Office hours:

Wednesday and Thursday, 4-6pm, or by appointment.

2. Course description:

This course introduces students to the main political institutions, processes and policies in Western Europe and in the European Union. We will start with a research workshop at the Robarts Library, designed with the research assignments in mind. Then we will review relevant institutions and developments in selected countries, such as models of government, party systems, voting behavior, political ideologies, migration and integration, political identity, social models, and issues with the political organization of the European states. In the second part of the course we will present the main characteristics of the European integration process, the core institutions of the European Union, and some current challenges for its role as a global actor.

3. Intended learning outcomes:

- To comprehend the nature of the political systems and the process of policy making in some European nation states.
- To become familiar with the main political actors and institutions in Western Europe, as well as with current social and political developments in the region.

- To understand the rationale and the challenges of European integration.

4. Lectures, communication, and attendance:

Accommodation of absences for religious or medical reasons is possible but should be discussed with the instructor. In any case, missing more than two or three classes might imply zero points in the participation component of the final grade.

Students are expected to read the materials before each class, according to the schedule outlined in section 6 below. The instructor will devote part of the class to summarize the most relevant concepts and ideas included in the materials, to explain the connections between them, and to respond to any doubts. This lecture part, however, will not cover the materials in their entirety, and that is why students should have read them beforehand. The rest of the session will be devoted to a discussion on the topics covered that day. **Students are expected to participate in these discussions and debates.**

This course has a Blackboard site. The instructor will use it to communicate important information regarding the course, including assignments' grades, as well as to upload essential readings and materials. Students are expected to check out the Blackboard site regularly (ie. every other day).

Email is the preferred way of communication between the instructor and the students. Students can expect a reply to their messages in the following 24 hours, weekends excepted.

The Faculty of Arts and Science **deadline to cancel the course** without academic penalty is March 13, 2017.

5. Assessment and assignment submission policy:

The course assesment is based on participation in class, a term test and two written assignments. Term work requirements consist of:

(1) Participation in class discussions (10% of the final grade).

Expectations: Attending students are expected to participate in the class discussions on a regular basis. An intervention during a discussion or debate may consist in giving a reasoned opinion, posing questions to the rest of the class, or both. you have to show you have read and understood the material. What I value is engaging, provocative interventions, questions, answers or thoughts that establish links among the readings, the questions and/or

current events. At the bare minimum, you have to show you have read the material. Rambling or talking at length off-topic, or showing you have not worked on the material, will accrue you no points.

(2) Term test, in class (30% of the final grade).

The test will be 50 minutes long, with two questions to choose from a list of three options. For the test, students have to study all the materials covered in class until February 15 (included).

The grades for the test will be available on blackboard approximately one week after.

The mid-term exam will take place on March 1.

(3) Assignment 1: response paper (20% of the final grade).

The response paper is a 5 page-long comment, excluding bibliography, double spaced, on one of the newspaper articles the instructor will upload on blackboard two weeks before the submission deadline

Requirements: Two weeks before the submission deadline the instructor will upload a few newspaper articles related to topics we will have already seen in class. You will then have two weeks to submit a 5 page-long comment -double spaced, including bibliography- on one of them. It is mandatory to use at least the relevant references on the topic from the syllabus, though you can and are encouraged to include other references as well. In your comment, you will have to explain the connections between the references and the article.

Assignment 1 is due by March 22.

(4) Assignment 2: a research paper on the European Union (40% of the final grade).

Requirements: Length: 12 pages, including bibliography, double spaced. It is compulsory to use in the paper the relevant literature from the list of readings in this syllabus.

The structure of the research paper might vary depending on the chosen topic or issue, etc, but at the bare minimum it has to explain clearly how an EU institution, policy or aspect of European integration (among those covered in the last four sessions) work in practice, in a specific context (political, economic or social development, issue or problem). Regarding the structure, the paper has to include a one page introduction stating what the student intends to do and explaining why the issue is relevant; two pages with literature review, that is, what other authors have said about the issue, topic or problem we are researching; an

argumentation or exposition, based on relevant literature (this is the main part of the paper); and a conclusion.

The research paper, its requirements and what the instructor expects will be explained in detail in the first class (along with the other assignments), and on meetings during office hours.

The paper is due by April 5.

All these assignments must be completed to receive credit for the course.

Students should discuss the idea for the research paper with the instructor well before the submission deadline. The instructor will be available to discuss the assignments as the students are working on them during the term. Waiting until the last week or days before the submission deadline to discuss the assignments is strongly discouraged.

Students are required to submit an electronic copy of the assignments by the deadline. No hard copy is required. **Students are also strongly advised to use Turnitin to submit the assignments**, a tool integrated in Blackboard.

“Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection for possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site”.

That said, the use of Turnitin is voluntary. If you prefer not to use this tool, come talk to me regarding alternative means of submitting the assignments.

Students should submit via Blackboard a signed copy of the *Academic Integrity Checklist* (the form is at the end of the syllabus and on Blackboard) by March 1. Otherwise the assignments will not be graded.

Late delivery of assignments carries a penalty of 3% of the assignment’s grade per day, with a limit of seven days. This means assignments delivered eight or more days after the deadline will not be accepted.

6. *Course overview:*

The following is a list of the classes held during the term, with their respective dates, readings, and the assignments’ due dates.

Students should read the materials before each class. Some materials are at Course Reserves (CR) at the Robarts Library. The rest will be available from the course Blackboard site (BB), either as a link to the source or a pdf document.

The list of readings might be complemented with specific materials (journal and newspaper articles, statistics) for each session. These additional materials will be available from Blackboard as well.

Jan. 11: Introduction and overview

Readings:

No readings for this session.

Jan. 18: Political parties and party systems

Readings:

Crepaz, Markus M. L., and Jürg Steiner, *European Democracies*, London, Pearson, 2013, pp. 21-33; 41-61 (CR).

Eatwell, Roger, "Political Parties in Europe since 1945", in Klaus Larres, ed., *A Companion to Europe since 1945*, Malden, MA, Blackwell, 2009, pp. 302-313 (BB).

Jan. 25: Research workshop at the Robarts Library

Readings:

No readings for this session.

Feb. 1: Governments and parliaments

Readings:

Magone, José M., *Contemporary European Politics*, Oxon, UK, Routledge, 2011, pp. 169-194; 200-219 (CR, also online at the library's website).

Feb. 8: Populism, radical right, and nationalism

Readings:

Crepaz, Markus M. L., and Jürg Steiner, *European Democracies*, London, Pearson, 2013, pp. 33-39 (CR).

Coggan, Philip, *The Last Vote. The Threats to Western Democracy*, London, Penguin, 2013, pp. 131-143 (BB).

Magone, José M., *Contemporary European Politics*, pp. 388-392 (CR).

Feb. 15: The European social model

Readings:

Alesina, Alberto, and Francesco Giavazzi, *The Future of Europe. Reform or Decline*, Cambridge, The MIT Press, 2006, pp. 15-30 (BB).

Mangen, Steen P., "Europe and the Welfare State since 1945", in Klaus Larres, ed., *A Companion to Europe since 1945*, Malden, MA, Wiley-Blackwell, 2009, pp., 472-491 (BB).

March. 1: European identity

Readings:

Díez Medrano, Juan, "Europe's political identity", in Justine Lacroix and Kalypso Nikolaidis, eds., *European Stories: Intellectual Debates on Europe in National Contexts*, Oxford, Oxford University Press, 2010, pp. 315-333 (BB).

Liebert, Ulrike, and Jonathan White, "Can there be a European Common identity?", in Hubert Zimmermann and Andreas Dür, eds., *Key Controversies in European Integration*, Basingstoke, Hampshire, Palgrave Macmillan, 2012, pp. 95-111 (BB).

Term test, in-class.

Academic Integrity Checklist due.

March. 8: Migration and social integration

Readings:

Castles, Stephen, "Immigration and Asylum: Challenges to European Identities and Citizenship", in Dan Stone, ed., *The Oxford Handbook of Postwar European History*, Oxford, Oxford University Press, 2012, pp. 201- 219 (BB).

Hansen, Randall, "Work, Welfare, and Wanderlust. Immigration and Integration in Europe and North America", in Jeffrey Kopstein and Sven Steinmo, *Growing Apart? America and Europe in the 21st Century*, Cambridge, Cambridge University Press, 2007, pp. 170-191 (BB).

Response paper articles available.

March. 15: The European Union: history and evolution

Readings:

Leonard, Dick, and Taylor, Robert, *The Routledge Guide to the European Union*, Oxon, UK, Routledge, 2016, pp. 3-36 (CR).

March. 22: EU institutions 1: Commission, Council of Ministers, European Council and Parliament

Readings:

Leonard and Taylor, Robert, *The Routledge Guide to the European Union*, pp. 61-87 (CR).

Response paper due.

March. 29: The fiscal crisis and current developments

Readings:

Leonard and Taylor, Robert, *The Routledge Guide to the European Union*, pp. 37-51 (CR).

Coggan, Philip, *The Last Vote*, pp. 167-196 (BB).

April 5: Foreign policy, Brexit and the future of Europe

Readings:

Outhwaite, William, *Contemporary Europe*, Oxon, UK, Routledge, 2017, pp. 134-157 (BB).

Research paper due.

7. *Academic integrity:*

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (www.governingcouncil.utoronto.ca/policies/behaveac.htm). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
 - working in groups on assignments that are supposed to be individual work,
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment (see checklist at the end of this document). If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website (<http://www.writing.utoronto.ca>). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Also, it is worth checking the Academic Integrity Section on the Faculty of Arts and Science site: www.artsci.utoronto.ca/osai/students/academic-integrity-basics

8. Accommodations for Disability:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at 416-978-8060, accessibility.utoronto.ca.

9. Religious Accommodations:

The University has a general policy of accommodating absences for reasons of religious obligation, strongly articulated on the Provost's webpage (www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm). Students are expected to give reasonable advance notice of their absence.

Academic Integrity Checklist

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I, _____, affirm that the written assignments listed in the syllabus represent entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted these assignments (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignments and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignments and will consult the course instructor immediately.

Student name: _____ Signature: _____

Date: _____