Enlarging Europe: The European Union and its Applicants

Political Science 359Y1Y
Fall/Winter – 2019-2020
Tuesday – 2 – 4 PM

Instructor:

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Contact Hours: Tuesday – 12 – 2 or by appointment.

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COURSE DESCRIPTION

Despite the pessimism that sometimes surround the European Union today, European integration remains one of the most important and successful political experiments in recent history. This course looks at the historical impetus for European integration and to the recent trends in this process, as well as its future prospects as the Union’s borders enlarge and it confronts new challenges. The emphasis is on the impact that integration and the prospects of integration have on the potential member states and the countries bordering the Union. It also examines the European Neighborhood Policy (ENP) and the Eastern Partnership (EaP) that works with states that are likely to remain outside the Union but seek enhanced cooperation.

The course provides a brief overview of the salient issues in the past enlargement rounds, furnishing the context for the study of current and future integration efforts. Readings will cover the recent rounds (2004 and 2007) of enlargement to the Central and East European countries, continuing with efforts related to South-Eastern Europe (the Balkans), as well as Turkey. Issues between the EU, Ukraine, Russia and the Caucasus will also be studied. The course also includes a module on the challenges posed by populism to the integration project.

In addition to an introductory session that examines the antecedents and theory behind European integration, there are five distinct sections: (i) Central Europe plus Bulgaria and Romania, (ii) The Balkans, (iii) The former USSR – Russia, Ukraine and the Caucasus (iv) Turkey and the Mediterranean Area with a section on Cyprus, (v) Contemporary Challenges which looks at the key issues faced by the Union in 2015 - 2019. In addition to weekly readings, students will view a number of documentaries.
GRADING SCHEME

There are four components to the grade for the course that combine an exam, participation and different styles of writing. One of the key objectives of the course is to develop different writing skills.

1) 1st term essay (800 - 1000 words MAXIMUM) - 25% - Due 29 October 2019 – You will be expected to write an opinion piece on an issue of central importance for the EU in 2016. We will discuss the format in detail in class. Students are encouraged to familiarize themselves with this style of essay by regularly reading similar pieces in the New York Times, Financial Times or other leading newspapers.

2) Take Home Test - 25% – Last class end of First Term (3 December 2019). The take home test answers in 2000-2500 words a question related to a key theme of the first term. This is a more classic research essay. The question will be posted on Quercus two weeks prior to the deadline for submission.

3) Final Exam in the April Exam Period – 40%.

4) Regular attendance and participation – 10%.

“Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism, please see Writing at the University of Toronto http://www.writing.utoronto.ca/advice/using-sources.”

The late penalty is 2% per day on all written assignments (including weekends).

READINGS

Textbooks

Course Texts:

The weekly readings listed below are available through the U of T Library database. There is no reading package. Students are not expected to read every article, but this list should serve as guidance for your major research paper. I have marked any priority readings with an asterisk. Additional readings from contemporary media and think tanks will be posted weekly on the course’s site.

As to texts, students could purchase the following book for a better understanding of how the European Union works:

As historical knowledge of the region is critical for success in the class, students are expected to purchase and read Tony Judt, *Postwar – A History of Europe Since 1945*. New York: Penguin, 2005. Chapters 1 and 2 along with 18 through 24 are highly recommended for students.

**Helpful Websites:**

EU Official Site: [http://www.europa.eu.int](http://www.europa.eu.int)
European Union Studies Association: [http://www.eustudies.org/home.html](http://www.eustudies.org/home.html)

**Newspapers:**

Students will also benefit from following the mainstream media in Europe. The best source for European issues is the *Financial Times* as well as the *International Herald Tribune*. Students will enjoy the course more if they read the *Financial Times* Weekend Edition. An excellent and current on-line news source is for Europe *BBC News*. The *Economist* also has an excellent blog on EU affairs, *Charlemagne’s Notebook*. For an economics and finance focus, read the *Brussels Blog*.

Another excellent web site with loads of great articles for your research is the European Council on Foreign Relations: [http://www.ecfr.eu/](http://www.ecfr.eu/)

**COURSE OUTLINE:**

**First Term**

**Introduction – European Integration: History and Theoretical Perspectives - 3 classes**

**Note:** Readings marked with * are highly recommended.

1. **Introductory class – Why Integrate?**

   *Please read Chapter One and Tony of Judt’s book *Postwar* AND a great piece on the contemporary issues in the EU by Andrew Moravcsik, “Europe After the Crisis,” Foreign Affairs, V. 91, No. 3. May/June 2012.*

2. **Theories of Integration**


3. **Institutions of the European Union**

*Read Chapters 9, 10 and 11 of Cini, *European Union Politics*.

**Section One - Central Europe plus Bulgaria and Romania and the Roma in Central Europe- 4 classes**

1. **From Cooperation to Negotiation**


2. **Minority Issues- Case Study of the Hungarians in Central Europe**


3. **Bulgaria and Romania**


4. **Case Study – The Roma in Central Europe**

*Maria Spirova and Darlene Budd, The EU Accession Process and the Roma Minorities in New and Soon-to-be Member States. Comparative European Politics, 2008, 6, (81–101)

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Section Two – The Balkans - 4 classes

General: For Balkans and EU issues please use the following websites:
[http://www.crisisgroup.org/home/index.cfm](http://www.crisisgroup.org/home/index.cfm)
[http://www.balkaninsight.com](http://www.balkaninsight.com)
[http://balkans.courriers.info/](http://balkans.courriers.info/)

1. **The Legacy of Communism in the Balkans and the Origins of the Balkan Wars**

*Abramowitz, Morton L. and Heather Hurlburt. “Can the EU Hack the Balkans?” Foreign Affairs Vol. 81, #5 (September-October 2002); pp. 2-


Dimitris Papadimitriou. “The EU’s Strategy in the Post-Communist Balkans.” Southeast European and Black Sea Studies, Vol. 1, #3 (September 2001); pp. 69-94

Case study readings to be assigned. Students will work with the original treaties.


Available on – line.

4. The EU, Kosovo and Serbia.
*“A Word on Kosovo’s First Ten Years,” Südosteuropa. V. 66 (2018) no. 2.

3 December – Documentary Film – Take Home Test Due by email by 5 PM

Second Term

Section Three - Former Soviet Union – Russia, Ukraine, the Caucasus and the EU - 4 classes

1. Political and Economic Dimension


2. European Neighborhood Policy and the Caucasus – Case study of Georgia’s EU Hopes.

*Cherry Picking EU Conditionality: Selective Compliance in Georgia's Hybrid Regime by Bolkvadze, Ketevan, Europe-Asia Studies, ISSN 0966-8136, 03/2016, Volume 68, Issue 3, p. 409
* The lightness of history in the Caucasus, **THOMAS DE WAAL** 4 November 2010 Open Democracy.  
https://www.opendemocracy.net/thomas-de-waal/lightness-of-history-in-caucasus

*Read: https://d2071andvip0wj.cloudfront.net/239-nagorno-karabakh-new-opening-or-more-peril.pdf

4. The Eurasian Economic Union.  

Section Four – Turkey: A permanent applicant? - 3 classes

1. **History and Internal Politics**

*For some context, students should read the report Turkey in Europe – Breaking the Vicious Circle by the Independent Commission on Turkey – 2009.  
http://www.independentcommissiononturkey.org/


2. **Turkey after the Coup - Turkey’s New Constitution and the EU. Read Aslan Amani, “Turkey’s Growing Constitutional Conundrum” in Open Democracy.**  
https://www.opendemocracy.net/aslan-amani/turkeys-growing-constitutional-conundrum
3. **Cyprus Case Study.** Read the report from the International Crisis Group: https://d2071andvip0wj.cloudfront.net/divided-cyprus-coming-to-terms-on-an-imperfect-reality.pdf

*****February Reading Week 17 – 21 *****

17 February – LAST DAY TO DROP Y SECTION COURSES.

**Section Five  - Contemporary Challenges – 5 classes**

Brexit, Greek Crisis, Migration Crisis, Enlargement Fatigue and the challenge of Populism.

In the remaining weeks of the class we will examine issues of contemporary significance for the EU. This will include viewing a number of BBC documentaries.

1) The Challenge of Brexit:
   http://www.ecfr.eu/article/commentary_europe_seen_from_the_outside_the_british_view_70911.
   We will also screen a BBC documentary.

2) Greek Crisis
   Read *Journal of European Public Policy23*(1), Lessons from the Greek crisis January 2016, Volume23 (Issue1)
   We will also screen a BBC documentary.

3) Enlargement and Enlargement Fatigue

4) Populism in Central Europe.

5) Migration Crisis.
   We will view a BBC documentary.

6) Last Class - Exam Review.