



SAINT LOUIS  
UNIVERSITY

**POLS-4630-M01**  
**The European Union: Politics & Political Economy**  
**Spring 2018**

**Daniel Blanch**  
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**Monday**  
**17:30 to 20:15**  
**CLASSROOM: Padre Rubio Hall 7**

**Office hours Monday 16:30-17:30**  
**San Ignacio Hall Office 310**  
**(by appointment)**

**PLEASE READ THIS SYLLABUS CAREFULLY**  
**IT HAS INFORMATION FOR THE COURSE AND**  
**ITS EVALUATION**

Course Description:

The European Union (EU) is often referred to as a global actor that enjoys considerable financial, commercial and economic means. The size of the EU in terms of both space and population, the potential that is held by each of its Member States, as well as the various policies that are developed by the EU as an institution and its members at the regional and the international levels, give it considerable leverage when it comes to dealing with international relations. At the same time, the EU gives the impression that it could do much better. While some observers believe that it is natural for the EU to

encounter difficulties in developing more capacities because of the divergences in points of view that prevail between its Member States, others regret that most of the EU's policies fit as being "a payer but not a player".

This course aims to explain the origins of the European Union, the way it got to include its Member States, how external policies have been shaped and in what direction they could take the EU in the coming years and decades. Through debates and discussions, students will also develop their own appreciation of what the European project corresponds to, and what could allow it to achieve a better role.

### **Student learning outcomes:**

1. Understanding the roots of the European project and the philosophy behind it
2. Identifying commonalities and differences between its Member States
3. Understanding how decisions are taken at the European institutional level
4. Understanding the main pillars and programs that compose EU foreign policy
5. Identifying strengths and weaknesses of the EU and how to overcome them
6. Developing awareness of the problems and possibilities of cultural diversity in the European Union

**Students should complete the readings before the due date. You will be graded on the basis of a mid-term exam, an oral presentation, homework assignments, and a final exam. Participation in class will be evaluated.**

### **Evaluation and Grading (% of Final Grade)**

- 20% Oral presentation
- 20% Mid-term exam
- 20% Assignments
- 10% Attendance and participation
- 30% Final exam

### **Grade Scale:**

- A 93%-100%
- A- 90%-92%
- B+ 87%-89%
- B 83%-86%
- B- 80%-82%
- C+ 73%-79%
- C 67%-72%
- C- 60%-66%
- D 50%-59%
- F 0%-49%

**Course Credits: 3**

**Mobile phones and laptops should not be used during class**

**Requirements:**

You are required to attend each class session prepared and ready to participate.

You are expected **to complete the readings for this course before the date for which they are listed and to prepare for the class exercises.**

You should make every effort to read as widely as possible for the course and you should be prepared to share with the other students any information which you have gained through your reading.

**Class exercises and participation**

In order to give a diversity of participation opportunities, class exercises will include homework and Blackboard assignments. Some of the classes will include practical exercises to help you become familiar with the topics. You are expected to participate in the exercises, to read in advance the material and to follow guidelines to be able to learn from these activities.

I trust we will be able to have a mutually respectful classroom atmosphere by treating all classmates as equals. In deference for others, please do not eat during class.

*When evaluating presentations, class participation and attendance, I will positively take into account the following:*

- 1. students who attend class and let me know when and why they will be absent.*
- 2. students who make an effort to prepare the homework and attempt to make class dynamic and engage the audience.*
- 3. students who show interest in following the discussions.*

**Recommendations for oral presentations**

- The idea for you is to understand well the topic you have studied before you share your findings and ideas with your audience. The more you are comfortable with what you say, the better you will be prepared to engage a debate with your audience.

- Students should make their presentation structured, dynamic, provocative when needed and challenging. The idea is not to get your audience to listen to an enumeration of dates and facts. Instead, you should make a clear and concise presentation of the topic before presenting the different views that are part of the debate, expressing what you think personally, defining the solutions you suggest and then bringing two or three open questions that will open the floor for debate.

- At the end of your presentation, the audience should understand the relevance of the topic, integrate the different perspectives to understand the issue or problem, as well as understand both the most appropriate ways to deal with the subject and the foreseeable consequences for the EU and its Member States.

You will be assessed based on the way you lead and explain your presentation. You need to show a good knowledge on the topic of the seminar based on relevant bibliography. You need to make an argument and provoke a dynamic discussion.

Presentations given late will be marked down by 10% a day.

**The criteria for evaluation of oral presentations will be:**

- Your knowledge of the subject
- Your ability to put your argument forward
- Your ability to explain and present visually appealing/clarifying information
- Your ability to provoke a dynamic discussion

**Mid –term and final exams**

**The midterm exam is on Feb 19, during class.  
The final is on May 10<sup>th</sup>, 15.30 -18.00 hrs.**

The midterm and final examinations must be written on their respective dates. No alternative examinations will be scheduled except in the case of excused medical absences. With regard to matters pertaining to **academic honesty and plagiarism**, you are reminded that cheating is a deplorable behavior, which leads to an “F” grade and possible expulsion from the University.

**Contacting me**

- Ask me questions in class, or send an e-mail to: daniel.blanch@slu.edu
- or make an appointment to see me during my office hours as listed above.

**BIBLIOGRAPHY**

**Textbook: Cini, Michelle and Pérez-Solórzano Borrágán, Nieves (eds.), *European Union Politics*, OUP Oxford, 2016 (Fifth Edition)**

**Additional resources to consult:**

- Austermann, Frauke, *European Union Delegations in EU Foreign Policy: A Diplomatic Service of Different Speeds*, Palgrave Macmillan, 2014
- Biehl Heiko, Giegerish Bastian, *Strategic Cultures in Europe: Security and Defense Policies Across the Continent*, Springer VS, 2013
- Bindi, Federiga, *The Foreign Policy of the European Union: Assessing Europe’s Role in the World*, Brookings Institution Press, 2012
- Cameron, Fraser, *An Introduction to European Foreign Policy*, Routledge, 2012
- Cottey Andrew, *Security in 21st Century Europe*, Palgrave MacMillan, 2012
- Dinan, Desmond, *Ever Closer Union: An Introduction to European Integration*, Lynne Rienner, 2010
- Hill Christopher, Smith Michael, *International Relations and the European Union*, OUP Oxford, 2011
- Howorth, Jolyon, *The Security and Defense Policy in the European Union*, Palgrave Macmillan, 2007
- Keukeleire Stephan, Mac Naughtan Jennifer, *The Foreign Policy of the European Union*, Palgrave Macmillan, 2008
- Nugent, Neil, *The Government and Politics of the European Union*, Palgrave Macmillan, 2010
- Rees, Wynn, *The US-EU Security Relationship*, Palgrave Macmillan, 2011
- Wallace Helen, Pollack Mark A., Young Alastair R., *Policy-Making in the European Union*, Oxford University Press, 2010

### Topics for class and bibliography

<b>Week</b>	<b>Lesson topic</b>	<b>Readings or Other Assignments Due</b>
1. January 15	Presentation of the course & Introduction to EU. Origins and roots of the "European project"	- Michelle Cini & Nieves Pérez-Solórzano Borragán, Introduction, Textbook, Chapter 1, pp.1-8 - The European Union: Establishment & Development, Textbook, Chapter 2, pp. 11-29
2. January 22	Membership & integration into the EU. Changes implied by the Treaty of Lisbon	- From the Constitutional Treaty to the Treaty of Lisbon and Beyond, Textbook, Chapter 3, pp. 30-49 - <b>Find one article on the EU to bring to class and summarize/present from news Or media</b>
3. January 29	- The European Commission - The European Parliament	- The European Commission, Textbook, Chapter 9, pp. 125-137 - The European Parliament, Textbook, Chapter 11, pp. 155-166
4. February 5	- The Council of the European Union	- The European Council and the Council of the European Union, Textbook, Chapter 10, pp. 138-154
5. Feb 12	- EU's Security, Police and Intelligence Agencies	- Chris Jones, "Secrecy reigns at the EU's Intelligence Analysis Centre", Statewatch Journal, Volume 22 No.4, January 2013, <a href="http://www.statewatch.org/analyses/no-223-eu-intcen.pdf">http://www.statewatch.org/analyses/no-223-eu-intcen.pdf</a> - Aidan Wills, Mathias Vermeulen, "Parliamentary Oversight of Security and Intelligence Agencies in the European Union", European Parliament, 2011, pp.41-59, <a href="https://www.dcaf.ch/sites/default/files/publications/documents/study_en.pdf">https://www.dcaf.ch/sites/default/files/publications/documents/study_en.pdf</a>
6. Feb 19	<b>Midterm</b>	midterm exam on all content covered so far
7. Feb 26	Genesis of the CFSP & the European Security and Defense Policy (ESDP) - Main threats and challenges to the EU's security	<b>Topics due</b> for oral presentation - The European Union's Foreign, Security and Defence Policies, Textbook, Chapter 17, pp. 241-254
8. March 5	<b>Oral presentations.</b>	
9. March 12	- European Neighbourhood Policy (ENP): The Eastern Partnership, & The Euro-Mediterranean Partnership	- Stefan Lehne, "Time to Reset the European Neighborhood Policy", Carnegie Europe, February 2014, <a href="http://carnegieendowment.org/files/time_reset_enp.pdf">http://carnegieendowment.org/files/time_reset_enp.pdf</a> - Asli Süel, "From the Euro-Mediterranean Partnership to the Union for the Mediterranean", Perceptions, Winter 2008, <a href="http://sam.gov.tr/wpcontent/uploads/2012/02/AsliSuel.pdf">http://sam.gov.tr/wpcontent/uploads/2012/02/AsliSuel.pdf</a>
10. March 19	The European Central Bank &	- Economic and Monetary Union, Textbook, Chapter 21, pp. 295-307

	the EU's economic orientations	
11. April 2	- The Turkish issue - The EU and the Arab Spring	- Jan Wouters, Sanderijn Duquet, "The Arab Uprisings and the European Union: In Search of A Comprehensive Strategy", Leuven Centre for Global Studies, <a href="https://ghum.kuleuven.be/ggs/publications/working_papers/2013/98WoutersDuquet">https://ghum.kuleuven.be/ggs/publications/working_papers/2013/98WoutersDuquet</a>
12. April 9	The EU and Transatlantic Relations - EU-Russia Prospects	- "European Security and the Future of Transatlantic Relations", IAI Research Papers, 2011; read articles 1 (pp.15-40), 2 (pp.41-54) and 3 (pp.55-60), <a href="http://www.iai.it/sites/default/files/iairp_01.pdf">http://www.iai.it/sites/default/files/iairp_01.pdf</a> - Dmitri Trenin, "A Practical Approach to EU-Russian Relations", Carnegie Moscow Center, January 2014, <a href="http://carnegieendowment.org/files/Article_EU-Russ_Trenin_Eng2014.pdf">http://carnegieendowment.org/files/Article_EU-Russ_Trenin_Eng2014.pdf</a> - "EU and Russia Relations After Crimea: Red Lines for "Business as Usual"", Eastern Europe Studies Centre, June 2014, <a href="http://www.eesc.lt/uploads/news/id750/EU%20and%20Russia%20after%20Crimea.pdf">http://www.eesc.lt/uploads/news/id750/EU%20and%20Russia%20after%20Crimea.pdf</a>
13. April 16	- The EU, China and Asia - The EU vs Terrorist and Jihadist Movements: Challenges and Implications	- Fan Ying, "An Analysis of China's Outward Foreign Direct Investment to the EU: Features and Problems", International Journal of Management and Economics, No.41, January-March 2014, pp.45-59, available at: <a href="https://www.degruyter.com/view/j/ijme.2014.41.issue-1/ijme-2014-0036/ijme-2014-0036.xml?format=INT">https://www.degruyter.com/view/j/ijme.2014.41.issue-1/ijme-2014-0036/ijme-2014-0036.xml?format=INT</a> - "European Strategies Against Jihadist Radicalisation", CSS Analysis in Security Policy, No. 128, ETH Zurich, February 2013, available at: <a href="http://www.css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-security-studies/pdfs/CSS-Analysis-128-EN.pdf">http://www.css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-security-studies/pdfs/CSS-Analysis-128-EN.pdf</a>
14. April 23	General review - What Prospects for the EU by Year 2025?	- The Future of the EU, textbook Chapter 27, pp. 380-390 - And students have to prepare the lesson by thinking about the 5 policies that the EU should favor and develop if it wants to end up with an efficient Foreign Policy by 2025. Review for final exam

### Final exam:

**10 May 15.30-18.00**

### Important Dates

- Sunday 21 January - Last day to drop a class without a grade W and /or add a class
- Last day to choose Audit (AU) or Pass/No Pass (P/NP) options
- Friday 9 March - Last day to drop a class and receive a grade of W

### Holidays that affect this class:

- Semana Santa, Easter, Monday 26 March
- April 30, as it falls in between several holidays, will be rescheduled to another day.

### Calendar

#### Spring 2018

JANUARY

Sunday	7	Spring 2018 new student arrival and University Housing move-in date
Monday-Tuesday	8-9	Spring 2018 new student Welcome Sessions
Wednesday	10	Spring 2018 first day of classes
Sunday	21	Last day to drop a class without a grade W and /or add a class Last day to choose Audit (AU) or Pass/No Pass (P/NP) options
Friday	26	Application deadline for spring semester degree candidates No classes

## FEBRUARY

Wednesday	14	Ash Wednesday Registration for Summer 2018 sessions begins
Thursday-Friday	22-23	No classes (Winter Break)
Tuesday	27	Professors' deadline to submit midterm grades

## MARCH

Friday	9	Last day to drop a class and receive a grade of W
Thursday	15	Last day to submit Transfer Application for fall semester
Saturday	24	Pre- <i>Semana Santa</i> University Housing move-out date
Monday-Wednesday	26-28	<i>Semana Santa</i> holiday (University closed)
Thursday	29	<i>Jueves Santo</i> holiday (University closed)
Friday	30	<i>Viernes Santo</i> holiday (University closed)

## APRIL

Sunday	1	Easter Post- <i>Semana Santa</i> University Housing move-in date
Monday	2	Easter Monday - classes resume
Wednesday	4	Registration for Fall 2018 semester begins

## MAY

Tuesday	1	<i>Día del Trabajador</i> holiday (University closed)
Wednesday	2	<i>Día de la Comunidad</i> holiday (University closed)
Thursday	3	Spring 2018 final day of classes
Friday	4	Spring 2018 final exams
Monday-Thursday	7-10	Spring 2018 final exams
Friday	11	University Housing move-out date
Saturday	12	Commencement
Sunday	13	Professors' deadline to submit spring 2018 final grades

## Final Exam Schedules 2017-2018

SPRING 2018					
	4 May (Fr)	7 May (Mn)	8 May (Tu)	9 May (Wd)	10 May (Th)
08:30-11:30	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30	Tu classes that meet at 8:00
12:00-15:00	Tu classes that meet at 11:00	Mn classes that meet at 13:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00 & 12:30	Tu classes that meet at 12:30
15:30-18:30	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30	Mn classes that meet at 16:00	Tu classes that meet at 16:00	Mn classes that meet at 17:30
19:00-22:00	---	---	Mn classes that meet at 18:30 & 19:00	Tu classes that meet at 19:00	---

### **Academic Integrity and Plagiarism**

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Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at:

[http://www.slu.edu/Documents/provost/academic affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%20206-26-15.pdf](http://www.slu.edu/Documents/provost/academic%20affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%20206-26-15.pdf).

Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

### **Information regarding the collection of student work for assessment**

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In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

### **Title IX Statement:**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 ([mmaruri@slu.edu](mailto:mmaruri@slu.edu); 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:

<http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>

### **Accommodation:**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact

Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

### **Class Attendance:**

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc. Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work. Any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.