



**SAINT LOUIS  
UNIVERSITY  
MADRID**

**POLS-4630-M01  
The European Union: Politics & Political Economy  
Spring 2017**

**Barah Mikail  
[mikailb@slu.edu](mailto:mikailb@slu.edu)  
Monday  
17:30 to 20:15  
PRH 7**

**Office hours  
Monday and Wednesday 12.30-14.30  
Tuesday 14:00-15:30 (by appointment)**

**Mobile phones are not allowed in the class**

**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 detained by each of its 28 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 a 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 than what is. 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 State Members, others regret that most of the EU's policies qualify it as being "a payer but not a player".

The course aims at explaining the origins of the European Union, the way it got to include 28 Member States that could be followed by others, how external policies have been shaped and in what direction they could take the EU in the coming years and decades. Through debates and exchanges of points of view, the students will also develop their own appreciation of what the European project corresponds to, and what kind of means and decisions could allow it to pretend to a better role.

### Course Objectives:

1. Understand the roots and the philosophy of the European project
2. Identify the common points and the differences between its Member States
3. Understand how decisions are taken at the European institutional level
4. Understand the main pillars and the programs that constitute EU's foreign policy
5. Identify the strength and the weaknesses of the EU and how to overcome them
6. Develop your awareness of the problems and possibilities of cultural diversity in the European Union

### Research Methods:

Students should complete the readings before the date of the course. They will be graded on the basis of a mid-term exam, an oral presentation that will be accompanied by a briefing report, and a final exam. Participation in class will be evaluated.

### Recommendations for oral presentations

- **Students are required not to read their 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 have to 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 are required to 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 the 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 expose 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.

### **The criteria for evaluation will be**

Your knowledge

Your ability to put your argument forward

Your ability to explain the argument and the points you wish to make

Your ability to provoke a dynamic and lead the discussion

### **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%

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

20%	Oral presentation
20%	Mid-term exam
20%	Attendance and participation
40%	Final exam

### **Statement**

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.

**While some classes may be primarily lecture, much of the class will involve discussing the readings and current issues. Therefore, active student participation is required. Besides, each recorded absence beyond three will result in a letter grade reduction in your participation and attendance grade.**

**BIBLIOGRAPHY**

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

- 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 21<sup>st</sup> 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

<b>LECTURES</b>
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**Mon. 16<sup>th</sup> of January**

- **Presentation of the course and Introduction to EU Foreign Policy**
- **Origins and roots of the “European project”**

## Readings:

- Michelle Cini & Nieves Pérez-Solórzano Borragán, Introduction, Textbook, Chapter 1, pp.1-8
- Neil Nugent, *The Government and Politics of the European Union*, Palgrave Macmillan, 2010, pp. 1-17

<b>Roots and philosophy of the European Union</b>
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**Mon. 23<sup>rd</sup> of January**

- **Membership and integration to the EU**
- **Changes implied by the Treaty of Lisbon**

## Readings:

- David Phinnemore, *The European Union: Establishment and Development*, Textbook, Chapter 2, pp. 11-29
- Clive Church and David Phinnemore, *From the Constitutional Treaty to the Treaty of Lisbon and Beyond*, Textbook, Chapter 3, pp. 30-49

<b>EU’s Institutions and Main Bodies</b>
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**Mon. 30<sup>th</sup> of January**

- **The European Commission**
- **The European Parliament**

## Readings:

- Morten Egeberg, *The European Commission*, Textbook, Chapter 9, pp. 125-137
- Charlotte Burns, *The European Parliament*, Textbook, Chapter 11, pp. 155-166

**Mon. 6<sup>th</sup> of February**

- **The Council of the European Union**
- **EU’s Security, Police and Intelligence Agencies**

- Jeffrey Lewis, *The European Council and the Council of the European Union*, Textbook, Chapter 10, pp. 138-154
- Chris Jones, “Secrecy reigns at the EU’s Intelligence Analysis Centre”, *Statewatch Journal*, Volume 22 No.4, January 2013, <http://www.statewatch.org/analyses/no-223-eu-intcen.pdf>
- Aidan Wills, Mathias Vermeulen, “Parliamentary Oversight of Security and Intelligence Agencies in the European Union”, European Parliament, 2011, pp.41-59, <http://www.dcaf.ch/Publications/Parliamentary-Oversight-of-Security-and-Intelligence-Agencies-in-The-European-Union>

**Common Foreign and Security Policy (CFSP) of the European Union**
**Mon. 13<sup>th</sup> of February**

- **Genesis of the CFSP and the European Security and Defense Policy (ESDP)**
- **Main threats and challenges to the EU's security**

Reading:

Robert Dover and Anna Maria Friis Kristensen, *The European Union's Foreign, Security and Defence Policies*, Textbook, Chapter 17, pp. 241-254

**Mon. 20<sup>th</sup> of February**

**General review**

**Mon. 27<sup>th</sup> of February**
**MID-TERM EXAMS**
**Mon. 6<sup>th</sup> of March**

- **European Neighbourhood Policy (ENP): The Eastern Partnership**
- **European Neighbourhood Policy (ENP): The Euro-Mediterranean Partnership**

Readings: David Cadier, "Is the European Neighbourhood Policy a substitute for enlargement?", LSE Special Report on EU Enlargement, 2013,

[http://www.lse.ac.uk/IDEAS/publications/reports/pdf/SR018/Cadier\\_D.pdf](http://www.lse.ac.uk/IDEAS/publications/reports/pdf/SR018/Cadier_D.pdf)

Stefan Lehne, "Time to Reset the European Neighborhood Policy", Carnegie Europe, February 2014, [http://carnegieendowment.org/files/time\\_reset\\_enp.pdf](http://carnegieendowment.org/files/time_reset_enp.pdf)

Asli Suel, "From the Euro-Mediterranean Partnership to the Union for the Mediterranean", Perceptions, Winter 2008, <http://sam.gov.tr/wp-content/uploads/2012/02/AsliSuel.pdf>

**Mon. 13<sup>th</sup> of March**

**The European Central Bank and the EU's economic orientations** (with a guest speaker)

Reading:

Amy Verdun, *Economic and Monetary Union*, Textbook, Chapter 21, pp. 295-307

**Mon. 20<sup>th</sup> of March**

**No classes**

**European Foreign Policy: Main orientations and case studies**
**Mon. 27<sup>th</sup> of March**

- **From Iran to the Turkish issue**
- **The EU and the Arab Spring**

Readings: Jan Wouters, Sanderijn Duquet, "The Arab Uprisings and the European Union: In Search of A Comprehensive Strategy", Leuven Centre for Global Studies, Working Paper No.98, January 2013,

[https://ghum.kuleuven.be/ggs/publications/working\\_papers/new\\_series/wp91-100/wp-98-duquet-wouters-2.pdf](https://ghum.kuleuven.be/ggs/publications/working_papers/new_series/wp91-100/wp-98-duquet-wouters-2.pdf)

**Mon. 3<sup>rd</sup> of April**

- **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), [http://www.iai.it/pdf/quaderni/iairp\\_01.pdf](http://www.iai.it/pdf/quaderni/iairp_01.pdf)

Dmitri Trenin, “A Practical Approach to EU-Russian Relations”, Carnegie Moscow Center, January 2014, [http://carnegieendowment.org/files/Article\\_EU-Russ\\_Trenin\\_Eng2014.pdf](http://carnegieendowment.org/files/Article_EU-Russ_Trenin_Eng2014.pdf)

“EU and Russia Relations After Crimea: Red Lines for “Business as Usual””, Eastern Europe Studies Centre, June 2014, <http://www.eesc.lt/uploads/news/id750/EU%20and%20Russia%20after%20Crimea.pdf>

**Mon. 10<sup>th</sup> of April**

**No Classes**

**Mon. 17<sup>th</sup> of April**

- **The EU, China and Asia**
- **The EU vs Terrorist and Jihadist Movements: Challenges and Implications**

Readings: 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, the article can be downloaded on the following page: <http://www.degruyter.com/view/j/ijme.2014.41.issue-1/ijme-2014-0036/ijme-2014-0036.xml>

“European Strategies Against Jihadist Radicalisation”, CSS Analysis in Security Policy, No. 128, ETH Zurich, February 2013, <http://www.css.ethz.ch/publications/pdfs/CSS-Analysis-128-EN.pdf>

**Wed. 24<sup>th</sup> of April**

**General review - What Prospects for the EU by Year 2025?**

No specific reading required, but 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.

<p><b>FINAL EXAM</b>  <b>TUESDAY 9<sup>TH</sup> OF MAY 2017</b>  <b>15:30-17:30</b></p>
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# Calendar

## Spring 2017

JANUARY		
Sunday	8	Spring 2017 new student arrival and University Housing move-in date
Monday-Tuesday	9-10	Spring 2017 new student Welcome Sessions
Wednesday	11	Spring 2017 first day of classes
Tuesday	24	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	27	Application Deadline for Spring Semester Degree Candidates <b>No classes</b>
FEBRUARY		
Friday	10	Exams for MATH - First midterm
Wednesday	15	Registration for Summer 2017 sessions begins
Thursday-Friday	23-24	<b>No classes (Winter Break)</b>
Tuesday	28	Professors' deadline to submit midterm grades
MARCH		
Wednesday	1	Ash Wednesday
Friday	10	Last day to drop a class and receive a grade of W
Wednesday	15	Last day to submit Transfer Application for fall semester
Monday	20	<b>San José Holiday</b> (University closed)
Wednesday	29	Registration for Fall 2017 semester begins
APRIL		

Sunday	9	Pre- <i>Semana Santa</i> University Housing move-out date
Monday-Wednesday	10-12	<b><i>Semana Santa</i> - [Easter Week]</b> (University closed)
Thursday	13	<b><i>Jueves Santo</i> Holiday - [Holy Thursday]</b> (University closed)
Friday	14	<b><i>Viernes Santo</i> Holiday - [Good Friday]</b> (University closed)
Sunday	16	Easter Sunday Post- <i>Semana Santa</i> University move-in date
Monday	17	Easter Monday - classes resume
Friday	21	Exams for MATH - Second midterm
<b>MAY</b>		
Monday	1	<b><i>Día del Trabajo</i> - [Labor Day] Holiday</b> (University closed)
Tuesday	2	<b><i>Día de la Comunidad</i> - [Regional Government Day] Holiday</b> (University closed)
Wednesday	3	Spring 2017 final day of classes
Thursday-Friday	4-5	Spring 2017 final exams
Monday-Wednesday	8-10	Spring 2017 final exams
Thursday	11	University Housing move-out date
Friday	12	Commencement
Saturday	13	Professors' deadline to submit spring 2017 final grades

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## Academic Integrity Statement

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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%206-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.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.

The professor will review these matters during the first weeks of the term. 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.

## Title IX Statement

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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>.

## Academic Accommodations and Learning Resources

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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.