Political Science 3997/4997
Capstone Seminar: The European Union and the World

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This course offers an introduction to, and in-depth discussion of, the European Union (EU) and its place in world politics. The course is organized in four parts. In the first part (Weeks 1-4), we introduce the history, institutions and theory of the European Union, and spend a week looking at research design, methods and sources in the study of EU politics. In the second part of the course (Weeks 5-7), we examine the EU as an economic actor, including its classic competences in international trade and development, its relations with the United States, and its broader role in the development of global economic and environmental regulation. The third part of the course (Weeks 8-11) examines the “high politics” of EU foreign policy, including the development of a Common Foreign and Security Policy, the difficulties of working together, the establishment of a defense component to EU politics, the notion of the EU as a “normative” power, and the EU’s use of enlargement as a tool of foreign policy. Finally, the fourth part of the course (Weeks 12-14) concludes with student presentations of original research projects. The schedule of class meetings, then, is as follows:

Week 1: Introduction (Jan 20)
Week 2: The European Union: History, Theory, and Institutions (Jan 27)
Week 3: Theorizing the EU as a Global Actor (Feb 3)
Week 4: Conducting EU Research (Feb 10)
Week 5: The EU as an Economic Actor I: Trade and Development (Feb 17)
Week 6: The EU as an Economic Actor II: Transatlantic Relations (Feb 24)
Week 7: The EU as an Economic Actor III: The EU and Global Regulation (March 3)
Week 8: Individual Meetings and Writing, No Class (March 17)
Week 9: CFSP 1: History and Institutions (March 24)
Week 10: CFSP 2: European Defense and Enlargement Policies (March 31)
Week 11: Individual Meetings and Writing, No Class (April 7)
Week 12: Class Presentations 1 (April 14)
Week 13: Class Presentations 2 (April 21)
Week 14: Final Papers and Conclusions (April 28)

Course Requirements. As a capstone seminar, this course is also listed as writing-intensive, meaning that we will place heavy emphasis on reading comprehension, writing, and classroom presentation and discussion. Specific course requirements include:

1. Weekly readings of approximately 100-200 pages per week;
2. Participation in class discussions (20% of the grade);

3. Four short essays (1-2 pages, double-spaced) responding to the weekly readings, of which three should be written in the first seven weeks of the course; these papers are due at the start of class on the Wednesday for which the material is assigned, and late papers will not be accepted (30% of the grade); and

4. A research paper on a topic of the student’s choice, to be undertaken in five stages: 
   (a) a preliminary statement of the topic and argument of the paper, and a draft outline of the paper, maximum 1-2 pages (5% of the grade), due March 3rd;
   (b) a preliminary annotated bibliography of primary and secondary sources used in the research of the paper (5% of the grade), due March 24th;
   (c) oral presentation of the draft paper in class during weeks 12-13 (approx 15-20 minutes plus question-and-answer session with fellow students, 10% of the grade);
   (d) a first-draft paper (approx. 15-20 pages, 15% of the grade), which should be substantially complete with full text and citations, due on April 14th; and
   (e) a revised, final draft paper (15% of the grade), due on April 28th.

Please note that all of the writing assignments will be assessed primarily on the basis of the substantive arguments about the foreign policy of the EU, but also on the basis of how clearly and carefully they are written.

Required Reading: The following required books have been ordered from the Temple University Bookstore:


Unless otherwise indicated, all other required readings will be made available through electronic reserve. Other good texts on the European Union, which will be used only briefly or not at all in the course but may be useful as starting points for research papers, include:


* Helen Wallace, Mark A. Pollack, and Alasdair R. Young, eds., *Policy-Making*
In addition to these core texts, the syllabus lists a number of recommended readings on various topics. These readings will generally not be discussed in class, but are included for students with an interest in doing extra research in one of these areas. Finally, in addition to these secondary sources, we will hold a special session during the first half of the term on the use of primary sources, discussing how to find these sources, how to search through them efficiently, and how to cite them in written work.

Please note that all readings are subject to potential revision as new and more up-to-date sources are released.

Sources for current events in the EU. In addition to these readings, students are strongly encouraged to read a good European daily newspaper, or one of the growing number of good websites devoted to EU politics. The best news site for EU politics is euobserver at http://www.euobserver.com. Other useful websites include the EU’s own Europa website at http://europa.eu.int, and Eupolitis at http://www.eupolitis.com. The semi-weekly newsletter European Report offers excellent and detailed coverage of the EU, and is available through the Lexis-Nexis database. The best English-language daily newspaper coverage of the EU can be found in the Financial Times, which has a good web site at http://www.ft.com, and offers special rates for students during the semester. The news service “Euronews” provides video footage on a large number of European politics issues, including EU institutions and policies: http://www.Euronews.net.

Of particular interest for this course is the website Global Europe, an aggregator that collects daily links to EU-related foreign relations news stories: http://www.globegurope.com/news-views. Finally, note that there are a number of good EU-oriented think-tanks that produce occasional high-quality policy papers on specific topics that might be useful in your research. These include:

- European Policy Centre: www.epc.eu
- Center for European Policy Studies: www.ceps.be
- Institute for Security Studies: www.iss.europa.eu
- Centre for European Reform: www.cer.org.uk
- European Council on Foreign Relations: www.ecfr.eu

Disability policy: Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 or 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Academic Conduct: Temple University has adopted standards on academic conduct, and all students in PS 460 are expected to comply fully with those standards, including with reference to the important issue of plagiarism. All students should, in all assignments, fully and unambiguously cite sources from which they are drawing
important ideas and/or sizable quotations (for example, more than eight consecutive words or more than 50% of a given sentence or paragraph). Failure to do so constitutes plagiarism, which is a serious act of academic misconduct and will result in a failing grade for the course and notification of the infraction to the Dean of Students. Similarly, cheating during exams, copying written assignments from other students, or providing answers to others during exams are considered acts of academic misconduct. If you are unfamiliar with policies about plagiarism or other types of academic misconduct, you may wish to consult the on-line guide to “Quoting, Paraphrasing, and Acknowledging Sources,” available at the Temple Writing Center (http://www.temple.edu/writingctr/student_resources/student_resources.htm) or if you still have remaining doubts or specific questions, raise them directly with me.

**Temple University policy on the freedom to teach and learn:**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.
SCHEDULE OF TOPICS AND READINGS

PART I: INTRODUCTION TO THE EU AND EU RESEARCH

Week 1: Introduction (Jan 20)

Charles Grant, “Is Europe Doomed to Fail as a Power?” with a response by Robert Cooper, Centre for European Reform essays (London: Centre for European Reform, July 2009).


No study questions for this week.
Week 2: The European Union: History, Theory, and Institutions (Jan 27)

Required Reading


Study Questions (please answer just one, not all of the questions below!)

This week, we learn a bit about the EU, its history, its institutions, and efforts to theorize about it, as background to the study of EU foreign policy in the rest of the semester. With that in mind, please answer one of the following questions:

1. What are the EU’s primary functions *internally*? What implications do these functions have for the EU’s relations with the rest of the world?

2. How would you summarize, in brief, the primary institutions of the EU? Which of these institutions are likely to be particularly important (or unimportant) in dealing with other countries?

Recommended Reading


**Week 3: The EU as a Global Actor: Theoretical Perspectives (Feb 3)**

**Required Readings**


**Study Questions (Please answer only one)**

1. The EU is a collection of 27 member states, which jealously guard their prerogatives and their sovereignty on the world stage. Under the circumstances, can we think of the EU as a single “actor” in world affairs – more than just the sum of its 27 parts? If so, what are the distinguishing features of that “actor,” and in what areas is the EU as an actor particularly significant?

2. Since Ian Manners’ seminal 2002 article, it has become commonplace to argue that the EU is an inherently “normative” actor. How, and why, does Manners argue that the EU is indeed a normative power? Do you find this characterization convincing as a starting point for EU foreign policy analysis? Why or why not?

**Recommended**


**Legal Aspects of the EU as a Global Actor**


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Week 4: Conducting EU Research (Feb 10)

Required Reading


Alexander L. George and Andrew Bennett, Case Studies and Theory Development in the Social Science (Cambridge: MIT Press, 2004), chapters 3-6, 10 (pp. 67-124, 205-32).


Study Question

1. Why do political scientists undertake case study research? What can case studies teach us about the world? And how, if we want to learn more about the world, should we choose the cases we want to study?

Recommended Reading

Martin Hollis and Steve Smith, Explaining and Understanding International Relations (New York: Oxford University Press, 1990), chapters 1, 3 and 4 (pp. 1-15, 45-91).


Gary King, Robert O. Keohane, and Sidney Verba, eds., Designing Social Inquiry (Princeton: Princeton University Press, 1994), read chapters 1 and 3 (pp. 3-33, 75-114; also skim chapter 2, pp. 34-74).


PART II: THE EU AS AN ECONOMIC ACTOR

Week 5: The EU as an Economic Actor I: Trade and Development (Feb 17)

Required Reading


Study Questions (please answer just one)

1. How, in a nutshell, does the EU conduct its trade policy? What does the EU want – what are its preferences – in foreign trade, and how effective has it been in negotiations with other countries?

2. Does the EU have a coherent development policy to help people in need in other countries? How does EU policy get made, and what are its strengths and weaknesses?

Recommended Reading


Week 6: The EU as an Economic Actor II: Transatlantic Economic Relations (Feb 24)

**Required Reading**


**Study Question**

1. The United States and the countries of Europe are long-standing political and economic partners, but it is only in the last decade or so that the US and the EU as such have attempted to build systematic links between Washington and “Brussels.” How are US/EU relations structured in institutional terms? What have been the greatest areas of success, and of weakness, in the transatlantic partnership?

**Recommended Reading**


Week 7: The EU as an Economic Actor III: The Environment and Human Rights (March 3)

Required Reading


Study Questions (Please choose just one)

1. The environment is one of the strongest and best established EU internal policies, yet environmental policy is a “mixed” policy area, not an area of exclusive EU competence like trade. What does this “mixed” formula mean in practice? How does the EU “act” in economic policy? Is it a coherent actor, and if so, what are the EU’s collective preferences in global environmental politics? How successful has the EU been in shaping global environmental policy to reflect its preferences?

2. Human rights are among the core values of the EU as a “normative power.” In what ways has the EU attempted to promote human rights throughout the world, according to Hafner-Burton and Gowen and Brantner, and how effective has it been in that attempt?

Recommended Reading


Week 8: Individual Meetings and Writing, No Class (March 17)
PART III: EU COMMON FOREIGN AND SECURITY POLICY

Week 9: CFSP 1: History and Institutions (March 24)

Required Reading

* Hill and Smith, *International Relations and the European Union*, chapters 4 (Vanhoonacker), 7 (Wong), and 8 (Smith), pp. 67-90, 134-175.


Study Questions (please choose just one)

1. In the beginning, the European Economic Community’s external-relations powers were limited largely to international trade, with little or no role in the “high politics” of foreign policy. Today, the EU has a Common Foreign and Domestic Policy. How does the EU formulate a common foreign policy, and how is CFSP represented to the rest of the world?

2. What are the EU’s aims or preferences in its foreign policy? Does the EU appear to be motivated primarily by normative concerns, as Manners suggests, or by the geopolitical interests of the EU’s member states? What evidence can you point to support your argument?

3. Has the EU been particularly successful, or unsuccessful, in particular areas of its foreign policy? If so, which areas have been particularly successful, and how might you explain this success?

Recommended Reading


Fraser Cameron, *An Introduction to European Foreign Policy* (London: Routledge, 2007).
Week 10: CFSP 2: Civilian or Military Power? European Defense and Enlargement Policy (March 31)

Required Reading


Study Questions (please answer just one)

In this final week of substantive readings, we cover two very different topics: the EU’s move toward military and defense capacity on the one hand, and the EU’s use of its enlargement policy to influence the policies of would-be members:

1. Until recently, it was common wisdom that the EU was a “civilian power,” and that it should not attempt to be a military power, and that it would not succeed if it tried. And yet, as we saw in last week’s and in this week’s readings, the EU has moved toward a “European Security and Defense Policy,” including deployments of EU peacekeeping missions to places like Bosnia, Kosovo, and the Democratic Republic of Congo. How is EU defense cooperation structured, and how effective does it seem to have been, on the basis of the readings from last and this week?

2. The two decades since the fall of the Berlin Wall have witnessed a huge enlargement of the EU, from 12 in 1989 to 27 members today, with more waiting in the wings. Scholars during this period have debated both whether and, if so, through what mechanisms the EU has influenced the politics of candidate countries. What mechanisms for EU influence over candidate countries do Schimmelfennig and Sedelmeier theorize? Which ones seem to best account for the changes we find in those countries, and how do we know this?

Recommended Reading


PART IV: STUDENT RESEARCH

Week 11: Individual Meetings and Writing, No Class (April 7)

Week 12: Class Presentations 1 (April 14)

Week 13: Class Presentations 2 (April 21)

Week 14: Final Papers and Conclusions (April 28)