

## ECON/POL 321E European Union

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**Office:** Building 10, 4<sup>th</sup> Floor, Office 21

**Course structure:** 1<sup>st</sup> part (January 25<sup>th</sup> – February 25<sup>th</sup>) *online*  
2<sup>nd</sup> part (March 4<sup>th</sup> – April 15<sup>th</sup>) *face-to-face/online*

**Class timetable:** 1<sup>st</sup> part Wednesday 18:00-19:45  
2<sup>nd</sup> part Monday/Wednesday 18:00-19:45

### Course Objectives

The aim of this course is that on its completion students will have a much better understanding of the interests, 'identity' and functioning of, not to mention challenges faced by, the EU, both as a geographical regional polity, and as a highly complex on-going – though not uncontested – process of economic, political and social integration.

### Methodology

Given the course objectives stated above, and the highly complex nature of the subject matter, the course adopts *multidisciplinary* approach: historical, geographical and cultural aspects considered necessary accompaniments to the main politico-economic framework adopted

### Course Description

After initially situating the students within the context of the present EU of 27 members, the course begins by offering the students an historical overview of the motives and often conflictual forces lying behind the creation and subsequent development of the EU, best reflected in the main treaties signed. Policy-making is notoriously complex in the EU. Getting to grips with it demands a clear understanding of the role and responsibilities of its principal institutions and how they interact with each other (and national governments), to produce hybrid 'supranational' laws/policy initiatives; a complex policy process, which of course, is not without its many detractors.

At the heart of the EU is the Single Market and its connected Competition Policy. As regional/global social forces pushed the *four freedoms* and deepened the process of economic integration pressure for Economic and Monetary Union (EMU) increased. How and why the member states chose to abandon their currencies in favor of an untested common currency needs to be examined, as do the structural challenges facing the on-going management of the *eurozone* (especially pertinent during the present debt crisis), and the *euro's* effects both on the region and the international monetary system at large.

Yet the EU is more than just an 'economic club'; the process of economic integration "spilling-over" into a wide range of connected nominally "political" policy areas, which, the EU claims, have improved the quality of life of EU citizens. But not all citizens are convinced of the virtues of this deepening integration. The "freedom of movement of people", especially, has been vilified by the populist Right (which in turn has seen its support increase), constituting a key rallying point, amongst others, for the Brexit referendum.

Britain's recent departure from the EU evidently constitutes one of the biggest challenges the organization has ever faced. This course will study how this came about, the dynamic of the 'divorce' negotiations, and the possible future for UK-EU relations.

The EU's place in globalized post-Cold War world is then addressed, comprising of a review of the region's external trade relations (special attention being paid to transatlantic commerce) and evolving foreign and security policy, involving an assessment of the obstacles preventing the adoption of a coherent common global position and the role of NATO.

Finally, the course seeks to shed light on the dynamics of EU enlargement: the costs and benefits, as well as the institutional process established. To illustrate the above, the course focuses on recent eastward expansions (from 2004 onwards), analysing the numerous socio-economic, politico-juridical and logistical challenges posed for 'old' and 'young' members alike, and the accompanying debates with regards efficiency, democracy, equality and identity. These debates are intensified still further with regards the possible future incorporation of Turkey. The course concludes by evaluating the latter's credentials for joining the EU?

This course will be taught both online and on-site (except for those few who will follow this whole course online).

**Class Schedule** (*This is only a general guide and may be subject to change*)

**WEEK 1: January 25<sup>th</sup>/27<sup>th</sup>**

*Presentation of course; Geography*  
TOPIC 1: EVOLUTION OF THE EU  
*Historical context*  
*Beginnings of European integration*  
*'Progress' in the 1950s*  
*Single European Act*

**WEEK 2: February 1<sup>st</sup>/3<sup>rd</sup>**

*Treaty of Maastricht*  
*Developments Post-Maastricht I*  
*Developments Post-Maastricht II*

**WEEK 3: February 8<sup>th</sup>/10<sup>th</sup>**

TOPIC 2: INSTITUTIONAL FRAMEWORK/LAW-MAKING  
*Functioning of key EU institutions I*  
*Functioning of key EU institutions II*  
*Law-making in the EU*

**WEEK 4: February 15<sup>th</sup>/17<sup>th</sup>**

TOPIC 3: EU POLICY-MAKING PROCESS  
*Principles, policy environment & policy cycle*  
*Features of the policy process*

**WEEK 5: February 22<sup>nd</sup>/24<sup>th</sup>**

TOPIC 4: ECONOMIC & MONETARY UNION (EMU)  
*Interest in Economic & Monetary Union (EMU)*  
*Maastricht, stages, criteria & launch of EMU*  
MIDTERM EXAM

**WEEK 6: March 1<sup>st</sup>/3<sup>rd</sup>**

NO CLASS (March 1<sup>st</sup>)  
*Functioning & management of eurozone*  
*The Euro: past, present & future challenges*

**WEEK 7: March 8<sup>th</sup>/10<sup>th</sup>**

TOPIC 5. INTERNAL POLICIES  
*Competition Policy & the Single Market*  
*Common Agricultural Policy*

## **WEEK 8: March 15<sup>th</sup>/17<sup>th</sup>**

Brexit

## **WEEK 9: March 22<sup>nd</sup>/24<sup>th</sup>**

TOPIC 6. EXTERNAL POLICIES

*External Trade Policy*

*Transatlantic Trade*

*Foreign & Security Policy*

## **WEEK 10: April 5<sup>th</sup>/7<sup>th</sup>**

TOPIC 7. ENLARGEMENT

*Enlargement I: Process; pros/cons of enlargements*

*Enlargement II: Turkey*

- Final Exams: April 13<sup>th</sup>-15<sup>th</sup>

## **Readings**

***Required text book:*** McCormick, John, *Understanding the European Union: a Concise Introduction*, 8<sup>th</sup> Edition (Basingstoke, Hampshire, Palgrave Macmillan, 2020).

## **Some useful webs**

[www.europa.eu](http://www.europa.eu) - EU web-page - history, policies, legislation, statistics, decisions,

[www.consilium.europa.eu/](http://www.consilium.europa.eu/) - Council web-page

[www.economist.com](http://www.economist.com) - Analytical articles on world economic/political affairs

[www.guardian.co.uk](http://www.guardian.co.uk) – UK daily, broad range of national/international news articles

[www.realinstitutoelcano.org/default\\_eng.asp](http://www.realinstitutoelcano.org/default_eng.asp) - Real Instituto Elcano - Spain, IR, politics

## **Course Requirements and Grading**

Assessment for the course consists of two short papers and two exams (all written), an oral presentation and participation. Students will be required to complete assigned readings and tasks outside the 'class' and actively participate in debates, both in 'class' and via the Discussion Board, which will be reflected in the above 'participation' grade. The distribution of the final grade is the following:

Midterm Exam	20%	Short Paper (x2)	15%
Presentation	15%	Final Exam (TBA)	25%
Participation	25%		

- The dates for exams and presentation cannot be changed under any circumstances.
- Spanish grades run: 10-9.0 (A), 8.9-7.0 (B), 6.9-5.0 (C), 4.9-0 (F)

## **Technical Requirements**

This course requires that students have/bring their own laptop, since tablets, Chromebook or cell phones may not meet our virtual platform requirements. Also, students are expected to have a high-speed Internet Service Provider. A webcam and a headset (preferred) or microphone for your computer is also required.

You should be proficient in the following:

- basic computer skills
- email management
- sending and receiving attachments via email
- using a web browser
- finding resources through search engines
- using productivity applications such as Googledocs and Google Slides
- using educational technology such as: Kahoot, Blackboard Collaborate, or Zoom
- familiarity with creating PDF files and submit them on Blackboard
- the ability to be self-directed in learning new technology skills (e.g. access to

support to learn necessary skills for Blackboard, or a step-by-step video tutorial)

For technical problems with Blackboard, please contact Jorge Pascual ([jpasdia@acu.upo.es](mailto:jpasdia@acu.upo.es)).

### **Attendance**

Attendance is mandatory at all classes, both online and on-site. All absences must be justified by a doctor's note (signed, stamped and dated). More than one unjustified absence will adversely affect your final grade. Professors will keep track of each student's attendance and active participation during the course. Students are expected to have their webcams turned on during the online sessions.

### **Academic Honesty**

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

### **Learning Accommodations**

If you require special accommodations, you must send your documentation to Rubén Díaz ([rdialop@acu.upo.es](mailto:rdialop@acu.upo.es)) or confirm that our office has received it. The deadline is January 29th. Your instructor will explain the options available to you.

### **Behavior Policy**

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class. Cell phone use is not allowed and animals (except seeing-eye dogs) are not permitted in the classrooms.

### **Calendar**

- Midterm Exam: February 24<sup>th</sup>
- Presentation: TBA
- Final Exam: April 13<sup>th</sup>- 15<sup>th</sup>

### **Holidays**

- March 1<sup>st</sup> "Día de Andalucía"
- March 28<sup>th</sup> to April 4<sup>th</sup> "Semana Santa" (Holy Week).