

---

**SSC POLI 302**  
**European Union Politics**

**Fall 2019**



# SSC POLI 302 European Union Politics

Fall 2019

**Classroom no: C 20 (Elliott)**

**Class times: Tuesday 1.45 pm - 3.45 pm, Friday 4 – 6 pm.**

**Instructor:** Dr. Herman Lelieveldt

**Email:** h.lelieveldt@ucr.nl

**Tel:** 0118-655519

**Office no. & location: Eleanor ST. 2.06**

**Office hours:** come by my office anytime or make an appointment

## I. Track information

- a) Prerequisites for this course: any 200-level politics course, or SSC 271 (International and European Law).

For further information about the track, please see the track document available on the UCR intranet.

## II. Course description

Ever since the start of the financial crisis in 2008 the European Union has been facing a wide variety of challenges that according to many threaten its very existence: the financial crisis, migration crisis, Brexit, and rule of law issues in Poland and Hungary. More than ever it becomes clear that national politics and EU politics are interconnected, with national events and politics affecting policy-making in the EU and EU-decisions affecting politics in the EU member states. As the EU is moving from the age of a permissive consensus to an era of binding dissensus (Luuk van Middelaar), and has as a result become as politicized as domestic political systems.

*European Union Politics* introduces students to the historical emergence of the EU as a political entity and to its actual functioning. In addition to giving students a scholarly understanding of the EU, the course teaches students to *navigate the EU*, through the use of many interactive exercises, that require searching, reading and analyzing EU documents from a variety of institutions. This fall 2019 edition will focus in particular on the EU's involvement in tackling climate change. As such the course will also connect to the Young Energy Society Challenge YESC- and allow students to use the course to prepare proposals that be submitted for the competition.

## III. Study Load

This course earns students four credits (equivalent to 7.5 ECTS). The class meets twice a week for two hours. Preparation time is approximately 10 hours per week.

## IV. Course materials

**Required books and literature:**

### Core texts

Lelieveldt, Herman and Sebastiaan Princen (2015) *The Politics of the European Union*. Cambridge; Cambridge University Press. Second Edition.

[Consolidated Version of the Treaty on European Union](#) (TEU) and articles 191-194 of the [Treaty on the Functioning of the European Union](#) (TFEU). Please print out this Treaty text as we will regularly use it in class

Van Middelaar, Luuk (2013). *The passage to Europe: how a continent became a union*. Yale University Press. Prologue: p. 1-33 (VMI)

Van Middelaar, L. (2016). The Return of Politics—The European Union after the crises in the eurozone and Ukraine. *JCMS: Journal of Common Market Studies*, 54(3), 495-507.

Additional readings be assigned during the course and be selected depending on the capita selecta that we will jointly choose. A good starting point for EU climate change publications is: [https://ec.europa.eu/clima/publications\\_en](https://ec.europa.eu/clima/publications_en)

## V. Course organization and requirements

### a) General format of class meetings

The course consists of two parts. In the first part of the course we acquaint ourselves with the historical emergence of the EU, its institutional structure and key actors. In order to do so we combine a reading of Lelieveldt and Princen's textbook with that of doing a range of navigating the EU exercises which we will do in class in which you will learn to look up relevant information on EU policies, decisions, and actions of institutions.

In the second part of the course we will use our analytical skills to familiarize ourselves on the EUs involvement in tackling climate change following a capita selecta approach. The current outline proposes a couple of themes but they be changed on the basis of student interest and recent developments. Students will chose and select relevant scholarly and policy documents that will be studied and analyzed in class. Students will write a policy analysis regarding climate change and/or combine this with a submission to the YESC-Challenge.

In order to maximize learning outcomes class time will be used for a joint investigation and resolution of key themes and questions using a variety of approaches: group work, discussion, interactive Q and A sessions and debates. The amount of frontal teaching and unilateral presenting will hence be kept to a minimum. This requires elaborate student preparation before class and active participation during class sessions. Apart from active involvement in group assignments, students will in turn stimulate discussion and debate through 1) the delivery of a spoken column (which needs to be written out and referenced and handed in via Moodle) 2) presenting and analyzing an EU in the news item 3) take part in selecting appropriate literature and subsequently moderating part of a capita selecta session in the second half of the course.

### Excursion

As part of this course we aim to organize an excursion to Brussels jointly with honors students from the HZ on 2 October, where we visit key players regarding a specific climate change dossier that is of actual interest.

b) Student expectations

UCR is a small scale and intensive honors college and expects a pro-active attitude from students, without instructors having to spell out each and every aspect of what such an attitude entails. When in doubt, please ask me.

c) Rules for missing classes and deadlines

*Attendance & participation*

Your attendance is registered in Moodle and you are able to check your attendance record there. Please inform me right away if I have erroneously counted you as absent. I appreciate informing me beforehand of absences. You may miss two classes unexcused, missing more than 6 will fail the entire course.

*Deadlines*

All coursework needs to be submitted via Moodle. The deadline for handing in work is Monday 8 pm for Tuesday class sessions and Thursday 8 pm for Friday class sessions. After this time Moodle will not accept submissions anymore and will assign an F for the task at hand. If you are scheduled to present your column or EU in the news item you also need to upload the accompanying material on Moodle the day before at 8 pm. Late hand-ins of other assignments/papers result in a 25% point downgrade for every day you are late, including weekend-days. Exceptions only be granted in case of illness or emergencies. Note that it is always better to hand-in unfinished/underdeveloped assignments, than hand in nothing, as the latter yields a 0 whilst you will usually get at least 20 or 40 points for producing at least something.

d) Procedures for communication

All information on this course will be provided through Moodle. Only use email to inform me about urgent matters such as illnesses. Please be aware that I will only check my email once a day and only on office weekdays.

## VI. Assessment

Type	Percentage
<b>Class activities</b>	<b>40 %</b>
EU in the news briefing	15 %
Column (presentation and analysis)	10 %
Capita selecta preparation, execution and participation	15 %
<b>Written work</b>	<b>40 %</b>
Policy-analysis/recommendation climate change policy (including presentation in YESC context)	40 %
<b>Tests</b>	<b>20 %</b>
L&P MC questions	5 %
Closed book exam on L&P, notes and other readings	15 %

During the course grades are given using the numerical system from 0 – 100. At the end of the course a weighted average is calculated and converted into a GPA and a letter grade that corresponds to the numerical grade (see § 3 of the student handbook for the conversion table). Please note that your work needs to be flawless in terms of meeting all expectations in order to receive an 80. If you succeed in exceeding expectations, you may receive grades going beyond 80.

The UCR codes of conduct (see Chapter 5 of the Student Handbook) apply, including UCR's plagiarism policy.

**EU in the news briefing.** A key goal of this course is to find out how strongly EU politics is by now affecting domestic policies and hence surfaces in the news. Students should select a current issue that is on the newsagenda in one or more EU member states and interpret it in the light of the analytical perspectives offered in the course. The grade for the analysis is dependent on the amount and type of sources used (running from a single news item drawn from an English or native language source, to a comparative analysis of several sources from different countries including those in a non-native language) and the level of analysis presented (describe, compare, explain). The in class briefing should not last longer than 10 minutes. Students should upload the news articles and their analysis on Moodle in order to receive a grade.

**Column** Students prepare a 500-800 word column in which they have to defend an assigned normative position (for example: EU member states should be allowed to restrict the freedom of movement in order to protect domestic labour markets) with respect to an EU-issue on the basis of a thorough outlining of arguments backed up by academic and newsources. The column-text needs to be handed in on Moodle and contain a list of sources. The grade for the column is based on the quality of the presentation and the quality of the arguments presented. Students are encouraged to learn the column text by heart and deliver it without reading it from paper.

### **Capita selecta session**

Students prepare a class session about a dedicated climate policy theme, in consultation with the instructor - for which they select appropriate sources and develop a class activity that is appropriate to study the theme at hand.

**Policy-analysis capita selecta.** Students write 3,000-4,000 word research paper in which they analyze a capita selecta theme using appropriate academic sources. The aim of the paper is to train your research skills through analyzing attitudes or behavior of any relevant actor in EU politics in relation to the broad topic of climate change (voting behaviour of member states or MEPs, public opinion, interest group submissions, analysis of parliamentary debates etc, implementation by member states, negotiations, governance arrangement, climate leadership). Papers will be graded on five aspects: specificity, conciseness, analytical leverage, accuracy, and exposition. A more detailed overview of criteria and procedures will be posted on Moodle. Students will connect this analysis to the YESC-Challenge by presenting their findings and recommendations will on the basis of their analysis formulate a lobbying strategy with respect to accelerating the adoption of policies that would mitigate the effects of climate change, preferably with a link to the context of Zeeland.

**Multiple Choice Quizzes.** For the L&P textbook MC Quizzes need to be completed via Moodle. Please note that the quiz allows you a single attempt per question and be completed before the stated deadline.

### Exam

A closed book exam will test your knowledge and understanding of EU politics based upon the L&P book, articles and class notes. The exam consists of essay questions with a factual and an analytical component.

### VII. Course schedule

Please note that the schedule for column presentations and newsbriefings will be made during the first class session and be posted on Moodle. Also note that readings for the capita selecta sessions will still be added.

Wk	Ses	Date	Theme & recommended reading	Readings	Briefing	Debate
I	1	Tue Aug 27	Introduction to the course, online sources and getting to know each other, distribution of course work and activities			
	2	Fri Aug 30	A birds' eye view of events in the EU and what they mean	LP 1 & 12		
			<b>History &amp; Integration</b>			
II	3	Tue Sept 3	Explaining integration: the conceptual frameworks	LP2 VM 2013		
	4	Fri Sept 6	Putting the EU institutional puzzle together	LP3 LP4		
III	5	Tue Sept 10	Public Opinion from permissive consensus to binding dissensus	LP5 VM 2016	Matthieu	
		Wed Sept 11	12-6 PM YESC Launch – including climate change workshop by Eefje de Kroon, Greenpeace			
	6	Fri Sept 13	Interest groups and interest representation	LP6	Elise	
IV	7	Tue Sept 17	Political parties and the EP	LP7	Eva	
	8	Fri Sept 20	An overview of EU policy-making – provide overview of climate and energy policies	LP8	Barbara	
V	9	Tue Sept 24	Agenda setting	LP9		
	10	Fri Sept 27	Decision-making Submit proposal capita selecta	LP10		
VI	11	Tue Oct 1	Implementation Paper outline due on Moodle and in print to class	LP11 <b>Paper outline</b>	Clarisse	
		Wed Oct 2	Excursion to Brussels			
	12	Fri Oct 4	Review session for exam – allocation of Capita Selecta groups		Yusuke	
VII	13	Tue Oct 8	Exam on L&P book and notes			
	14	Fri Oct 11	No class (Future Food Conference)			
		Tue Oct 15	FALL BREAK			
		Fri Oct 18	FALL BREAK			
			<b>CAPITA SELECTA:</b>	<b>Paper</b>	<b>EU in the News</b>	<b>Debate FOR vs AGAINST</b>
VIII	15	Tue Oct 22	Working session Writing the policy paper		Lisanne Matthieu	
	16	Fri Oct 25	Working session Capita Selecta groups in class		Franziska Roemer	

				<i>The reduce airtravel and corresponding CO2 emissions the EU should introduce a significant distance based airline-tax on all flights originating or departing from EU member-states, so that flying to a destination becomes a clearly more expensive option compared to other means of travel.</i>			Luc vs Any
IX	17	Tue	Oct 29	CS I: EU as International Player in Climate Negotiations: Eva/Matthieu		Bas	
				<i>The EU should only stick to its 2050 Climate Neutrality targets if China and the USA adopt similar targets.</i>			Franziska vs Clarisse
	18	Fri	Nov 1	<b>NO CLASS: MODERATION DAYS</b>			
X	19	Tue	Nov 5	CS II: ETS the Basics: Lisanne/Franziska		Isa	
				<i>Member states should not top up the ETS system domestically with a national carbon tax.</i>			Barbara vs Eva
	20	Fri	Nov 8	CS III: Energy Security: Any/Clarisse		Rosa	
XI	21	Tue	Nov 12	<b>NO CLASS: WORK ON POLICY PAPER</b>			
	22	Fri	Nov 15	CS IV: Effort Sharing Decision: Elise/Rosa	Theory part paper due	Olivier	
				<i>To guarantee a true sharing of efforts the minimum gas reduction targets for any member state should be 10%.</i>			Elise vs Matthieu
XII	23	Tue	Nov 19	CS V: Interest Groups/Climate vs Business: Roemer/Olivier		Any	
				<i>In order to ensure a more balanced representation of interests it is vital that the European Commission subsidizes NGOs that advocate climate sustainability.</i>			Mathilde vs Joost
	24	Fri	Nov 22	CS VI: Public Opinion on Climate and Energy Policy Bas/Isa		Luc	
				<i>The European Union should adopt binding legislation to prevent the spread of online disinformation on climate change.</i>			Lisanne vs Roemer vs Yusuke
XIII	25	Tue	Nov 26	GUEST LECTURE Claire Dupont The EU in global climate governance: overlapping securitisation and leadership efforts RAADZAAL			
	26	Fri	Nov 29	CS VII: Political Parties and Climate Policies Joost/Mathilde		Joost	
				<i>True energy security will only be achieved when the EU stops developing its gas hubs, which only make it more dependent upon non EU countries for its energy supplies.</i>			Isa vs Bas
XIV	27	Tue	Dec 3	CS VIII: Implementing Car Emissions Standards Luc/Yusuke	Draft Paper due	Mathilde	
				<i>To avoid another dieselgate the only way to ensure a proper testing of Car Emmissions standards is to have this done by a European agency funded through the EU budget.</i>			Olivier vs Rosa
	28	Fri	Dec 6	Consultation session paper			
XV	29	Tue	Dec 10	ROUND TABLES - (or presentations in connection with YESC)			
	30	Fri	Dec 13	ROUND TABLES - (or presentations in connection with YESC)	Final Paper		

### VIII. Student learning outcomes

SSC POLI 302 –SLOs				
SLO	1	1	Identify the major institutions and actors in the EU	Weeks 1-7, Class and exam
	1	2	Outline the decision making processes in terms of actors, institutions and outcomes	
	1	3	Identify and explain different theoretical perspectives on the EU integration process	
SLO	2	1	Locate the EU institutions and other relevant actors on the internet	Weeks 1-7 (navigate the EU exercise) Weeks 8-15 (work on paper) EU in the News
	2	2	Describe and analyze the decision making process using appropriate online sources	
	2	3	Know how to find and use reliable news sources on the EU	
SLO	3	1	Identify the most relevant EU policy domains	Weeks 1-7
	3	2	Understand the concepts of positive and negative integration and their effects on policy outcomes	
	3	3	Develop a clear understanding of EU climate change policies	Weeks 8-15
SLO	4	1	Outline the interplay between national and EU decision making processes and assess its effect on policy outcomes	Weeks 8-15 and work on paper
	4	2	Outline and assess the relevance of EU decision making for international, national and local policies	
	4	3	Be able to analyze the role of national governments and the EU using the conceptual and theoretical framework of multilevel governance	
	4	4	Analyze and reflect upon the impact of EU on the configuration and strategies of state and non-state actors	
SLO	5	1	Able to identify the normative position of different EU, national and regional stakeholders vis a vis EU policies and interpret these in the light of different theoretical perspectives	Weeks 1-15
	5	2	Are able to develop and defend a normative position on EU politics irrespective from their own personal viewpoints and substantiate that using appropriate arguments and scholarly findings	Column