

COURSE SYLLABUS

Bilbao, Spain

Fall 2019

Start-Stop:

Drop:

Withdraw:



Economic & Political Institutions of the European Union

COURSE INFORMATION

Economics / Political Science, 400-level, 3 credits

45 contact hours

Professor: Igor Filibi

E-mail: igor.filibi@ehu.eus

Prerequisite: No

REQUIRED TEXTBOOKS & COURSE MATERIALS

No textbook is required. Materials needed to pass the course will be provided by the professor, including several articles, legal texts and statistical data.

COURSE DESCRIPTION

From the Middle Ages on, many thinkers proposed the union of Europe. But only after the Second World War the material conditions existed for making it possible. This course shows why and how this attempt has been so successful.

The two main achievements of the liberalism were the idea of human and political rights, guaranteed by the State, and the creation of national markets, as a means of creating the resources for the rising living standards of the European societies. With the Nazism and the two World Wars these two pillars of Modern States were challenged and almost destroyed. This explains the risks taken by European societies for uniting themselves and 'pooling' sovereignties.

If the peace was the central issue in 1945, the other one was to set the foundations of economic development for assuring prosperity in Europe, and for hearing her voice again in the international affairs. So, the common market was not only an economic issue, but a potent political objective. The reconstruction of Europe was made possible due to wide US funding (the Marshall plan) and the pact between the capital and labour, assuring social peace for re-launching the European economy. This was the basis of the welfare state, the so-called European model of society, a third way between US capitalism and Soviet communist systems. Current international conditions have forced Europeans to assume that each State alone is not more able to assure the well-being of their populations. For this reason the internal market, the euro and the European central bank, the Cohesion and regional Policies, and the common institutions, are tools for adapting Europe to this context. Now, with globalization processes and the long crisis radically challenging past social and economic conditions, Europe debates which model fits her and which should be her role in the world. One European constitution, a political Union, a banking and financial Union, etc., have been different options that are currently being debated. The debate is just now entering its decisive phase, and the next elections to the European Parliament (May 2019) will be of great importance to back any option.

OBJECTIVES

Students will learn some historical data and conceptual tools (coming from Economy, International Relations, Political Science, Sociology, and Law) for a better understanding of the European integration process.

Students will research and write a paper (12 pages), which will be presented and discussed in class at the end of the course.

To show the complexities of the EU budget bargaining process one simulation will be made in the classroom.

STUDENT LEARNING OUTCOMES

Students will find relevant and meaningful knowledge about the European integration process, including the political, social and economic context of its origin and development.

By completing class room activities, such as text comments, discussions and essays, students will incorporate concepts coming from Economy, International Relations, Political Science, Sociology and Law, in order to understand the European Union from different perspectives.

Though a simulation game on the EU budget negotiation process students will observe and feel the atmosphere of the EU political dynamics, working practical skills such as negotiation, leadership, decision taking and team working.

Making a personal research on an EU integration topic of their election (agreed with the professor), students will find the different sources of academic, statistical and institutional information on EU issues.

Finally, making a presentation on their research paper, students will develop their oral communicative skills (managing times, making a synthesis of most relevant findings, elaborating convincing arguments)

OUTLINE

1. Some introductory remarks

- 1.1. A wider historical approach: historical rhythms
- 1.2. Some central features of capitalism
- 1.3. Complexity and economy: the need of the regulation of markets
- 1.4. The idea of Europe through time: the long building of a latent identity
- 1.5. The role of the State in Europe: the welfare State and varieties of capitalism

Reading assignments: Fragments provided in class of: a) Fernand Braudel, Dynamic of capitalism; b) Kenneth Galbraith, The new industrial state.

2. The Second World War as a catalyst

- 2.1. The expansion of the US economy and political power
- 2.2. The role of the Transnational Corporations (TNC)
- 2.3. The development of European welfare States

3. The activation of the latent: 1945-57

- 3.1. The peace as a starter: political foundations of the European Communities
- 3.2. The ideas about integration
- 3.3. From allied 'pools' to 'pooling of sovereignty': the Community method
- 3.4. The market as an engine: the objective of a Common Market
- 3.5. The original institutions and their dynamic

Reading assignments, provided in class: Declaration of Robert Schuman (1950), Treaty of the European Community of the Coal and Steel (1951) – Preamble and first 10 articles.

4. The economic road to political Union (integration stages)

- 4.1. Customs Union
- 4.2. Common Market
- 4.3. Economic and Monetary Union
- 4.4. Towards a Political Union

Reading assignments, provided in class: Treaty of the European Union (1992) – Preamble and structure, Treaty of Lisbon (2009); and: Genschel, P. and Jachtenfuchs, M. (2015), “More integration, less federation: The European integration of core state powers” [available at: <http://cadmus.eui.eu/handle/1814/35976>]

5. European policies

- 5.1. Policies concerning the citizens (citizenship, rights, information, consumers)
- 5.2. Horizontal policies (regional development, social policies, taxation, environment)
- 5.3. Sectoral policies (industrial, research, energy, transport, agriculture, fisheries)
- 5.4. External policies (commercial, development aid, external relations)

6. Current debates in Europe

- 6.1. Globalization, integration and the tension between models: Neoliberalism vs. social model
- 6.2. European societies thinking about the Union: the constitutional debate
- 6.3. The role of Europe in the world and the new EU external policy
- 6.4. The post-Brexit European Union: debates and scenarios
- 6.5. The debate on the future of Europe after the elections to the European Parliament (May 2019)

GRADES

Final evaluation of the course will be made on the following basis:

- Participation, creativity and attitude in the class (assistance compulsory)
- Knowledge and skills showed in developing the practical issues proposed during the course, such as debates, statements, and simulations (40%)
- Paper (12 pages in length) (30%)
- Presentation of the paper in class (10%)
- Final exam (20%)

Graduate students should add to the normal requisites the following:

Paper (20 pages) on a topic related to the course and previously agreed with the lecturer.

Grade scale:

A	100-93	B+	89-87	C+	79-77	D+	69-67
A-	92-90	B	86-83	C	76-73	D	66-63
		B-	82-80	C-	72-70	D-	62-60
						F	59-00

DISABILITY POLICY

Every effort will be made to accommodate students with disabilities or special learning needs. If you have a documented disability for which you have already requested accommodations through the USAC Central office, your instructor will have been notified so that arrangements can be made early in the term.

ACADEMIC HONESTY POLICY

Plagiarism, cheating, submitting work of another person or work previously used and other forms of academic dishonesty will lead to lowered course grades, failure of the course or more severe measures, depending on judgments of the gravity of the individual case.

Statement on Audio and Video Recording

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

BIBLIOGRAPHY

RECOMMENDED BIBLIOGRAPHY

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- Strejcek, Gerhard and Theil, Michael, "Technology push, legislation pull? E-government in the European Union", *Decision Support Systems*, 34, 2002; pp. 305-313.
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- Young, A.R. (2015), "The European Union as a global regulator? Context and comparison", *Journal of European Public Policy*, Vol. 22, No. 9, 1233-1252.