



## **LNDN PSCI 3352 EUROPEAN GOVERNMENT AND POLITICS**

**Course Description** The course explores the transformation of contemporary Europe by the European Union and examines competing political visions for the EU's future. The focus throughout will be on topical issues shaping European politics such as the impacts of immigration and attitudes towards migrants, European 'enlargement' and the cultural politics of identity experienced by contemporary Europeans. Finally, the course will examine the significance of Europe's relationship with others outside the European region, the legacy of conflict between member states and the challenges offered by globalisation to contemporary understandings of 'Europe'. Case studies will include the UK, Italy, Spain, Germany, France and Central Europe and will be tailored to individual student interests and topical issues of European affairs current in the media. London, as a world city, will be used as a case study to analyse issues concerning globalisation, and the impact of diversity on the social dynamics of an urban environment.

### **Course Aims**

The aim of this module is to introduce students to the political, economic, social and cultural dynamics underlining the development of European Integration. The course looks at the origins of the European Union in the post-1945 world and traces the integration process from the European Economic Community in the 1950s to the present day.

### **Requirements and Prerequisites**

This highly interdisciplinary course will be of interest to students in a wide variety of disciplines such as Political Science, Economics, International Relations, Geography, History, Literature and Cultural Studies, Art History, Economics, as well as others interested in European studies. It is intended to develop students' understanding of contemporary European culture, politics, economics and society and enable them to contextualise their own travels in the UK and continental Europe.

### **Learning Outcomes**

At the end of the course students should be able to:

- a. Understand the main historical background to the development of European Integration from 1945 to the present day.
- b. Understand the key economic, political and cultural issues in European Integration.
- c. Be aware of the EU's role and influence in the contemporary world.
- d. Think critically about culture and identity in general, and in relation to issues concerning European identity.
- e. Interpret and analyse of a wide range of primary sources, including written texts, museum and gallery displays and the cityscape of London and other European countries and cities.
- f. Apply concepts, theories, and methodologies from political science, economics and history.
- g. Evaluate of different forms of evidence and political, historical and sociological arguments.
- h. Present new knowledge and understanding orally and in written form.
- i. Participate in class discussion and develop critical commentary on current affairs.
- j. Develop research skills and independent initiative in preparing written and oral assignments for class.

### **Developmental Outcomes**

Students should demonstrate:

- An ability to analyse critically key features of Europe and European integration
- An ability to undertake individual and group research
- An ability to communicate on their own and in groups
- An ability to write an analytical and researched paper.
- An ability to relate their personal situation to local, national, regional and International spheres.
- Responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

## **Class Methodology**

Lectures provide accessible interpretations of the main elements of the syllabus and visual resources are sometimes introduced to reinforce learning through different approaches; seminars encourage student involvement in debates about subject matter, fostering a critical attitude.

The assessment strategy follows from this. The attendance and participation component is a minor element in the assessment but encourages involvement in debates; the media assignment is designed to ensure students are able to analyse contemporary issues concerning the EU in a succinct and focussed manner. The London paper invites students to explore the City in terms of its role in the modern European and global financial world. The Research paper requires the students to analyse an issue of interest to them in European integration by effectively using academic literature and accepted methods of citing sources and presenting bibliographies; the presentation tests the student's ability to present information in a clear and well-structured way. The written examination is designed to test their understanding in circumstances in which they are unable to rely on secondary sources.

## **Field Components**

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, students will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

### **The assigned field component(s) are:**

1. Guided City of London Financial District tour by a Blue Badge guide
2. Visit to Canary Wharf and the Maritime museum to research the growth and development of London as a European city

Students are also strongly encouraged to participate in **co-curricular** program activities, among which the following are suggested: MyEducation and the LSE Public Lecture series.

### **Mid term exam ( 1 ½ hours) (Multiple choice, short answer, and essay type questions – 30%) Week 6**

The exam will cover the content of the first half of the semester, covering early history of European integration, and some initial concepts such as nationalism and supranationalism.

### **Final Exam (2 hours)**

The final exam consists of two parts:

- (A) This section requires an essay on the concepts and theories related to European Integration.
- (B) This section asks students to write 2 essays about a substantive topic, for example the Sovereign Debt crisis.

### **Assessment/Grading Policy**

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7

Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7 1.0
Fail	F	<40	<60	0

### Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
<b>Media Analysis Assignment</b> (500 words)	<b>10%</b>	a,b, c.	<b>Week 4</b>
<b>Mid-Term exam</b>	<b>30%</b>	a, f g h	<b>Week 5</b>
<b>Research Paper</b> (2500 words) <b>and Individual Oral Presentation</b>	<b>20%</b> <b>10%</b>	c, d, e h, i, j,	<b>Weekly from</b> <b>Week 8</b>
<b>Final Exam</b> 2 essay questions (750 words each)	<b>30%</b>	all	<b>Week 14</b>

Students must complete all required components by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a grade of F for the course in question.

### Details of the Assessment

#### Group Discussion / Class Participation (10%)

We value your participation in this course, and we trust there will be a supportive and friendly atmosphere. We expect everyone to think carefully about the assigned readings, to contribute fully to class discussions, and to respond thoughtfully to the field trips.

#### Media Assignment – Europe in the News: (500 words - 10%) Week 4

For this short assignment you will choose a current news story about European affairs in society, politics or culture from a quality British newspaper or news channel, such as *The Guardian*, *The Observer*, *The Financial Times*, *The Times*, *The Daily Telegraph*, *The Independent* or *the Economist* (N.B. Charlemagne), or from another European paper, such as *Die Zeit* (Germany), *El Pais* (Spain) or *Le Monde* (France), [socialeurope.com](http://socialeurope.com) or [euronews.com](http://euronews.com), [bbc.co.uk/news](http://bbc.co.uk/news). Many European papers have English language editions and digests available online. You should summarise the main points of your chosen story and explain its significance for understanding the nature of European politics and society today. How do the concepts and ideas discussed in class help us to understand the events or debate more clearly? You may find it useful to follow a developing story that is emerging over a period if you wish and to consider how it is portrayed in papers from more than one European country. Please attach a copy of the story to your assignment.



## Further Reading

Desmond Dinan European Commission	Ever Closer Union? (Palgrave, MacMillan, 2005) General report on the activities of the European Union. 2012 (Luxembourg : Office for Official Publications of the European Communities, 2012) ec.europa.eu/commission_2010-2014/reading/.../20130212_en.htm
Anthony Giddens Simon Hix	Europe in the Global Age (Polity, 2007) What's wrong with the European Union and how to fix it. (Cambridge, Polity 2008)
Donald Kalff	An Unamerican Business – the rise of the new European enterprise model (Kogan Page 2005)
Mark Leonard John Pinder Jeremy Rifkin	Why Europe will run the 21 <sup>st</sup> century (4 <sup>th</sup> Estate, 2005) The European Union. A Very Short Introduction. (Oxford UP, 2001) The European Dream – how Europe's vision of the future is quietly eclipsing the American Dream (Polity, 2004)

NB : The CAPA Resource Centre holds many of these texts for you to consult

## Useful websites

### On the European Union:

EU website: [www.europa.eu](http://www.europa.eu)

<http://www.europarl.org.uk/index.htm>

[www.ft.com/euguide](http://www.ft.com/euguide)

[www.euronews.com](http://www.euronews.com)

[www.voxeu.org](http://www.voxeu.org)

[www.social-europe.eu](http://www.social-europe.eu)

BBC News Europe: <http://news.bbc.co.uk/2/hi/europe/default.stm>

BBC News: Inside Europe [http://news.bbc.co.uk/2/hi/in\\_depth/europe/2003/inside\\_europe/default.stm](http://news.bbc.co.uk/2/hi/in_depth/europe/2003/inside_europe/default.stm)

BBC News Online: Gavin Hewitt (BBC's Europe editor) Blog:

<http://www.bbc.co.uk/blogs/thereporters/gavinhewitt/>

### On the UK

Guardian Newspaper Online: What is Britain? <http://www.guardian.co.uk/uk/britishidentity>

British Political History: <http://publ.ac.uk/link/b/britishpoliticalhistory.htm>

Moving Here (Migration to UK): <http://www.movinghere.org.uk/>

Who Do We Think We Are?: <http://www.whodowethinkweare.org.uk/>

Uniting the Kingdoms: <http://www.nationalarchives.gov.uk/utk/>

## Journals

**European Economy:** Official Commission publication containing economic papers most of which have been commissioned and used by the Commission.

**The Supplements to European Economy:** These bulletins cover conjunctural change in the EU economies.

**Agence Europe:** This is a daily news bulletin mainly devoted to EU news. There is no better printed source on developments in the EU.



**In—class activity: Lecture and Group discussion**

Reading: McCormick Ch. 4

Homework: McCormick Ch. 7 Media assignment due

## **WEEK 5**

Class 5 **1. Mid term exam**  
**2. Identity - Europe and Food: Common Agricultural Policy and Protection of Regional Foods**

**In—class activity: Lecture and Group discussion**

Reading: McCormick Ch. 8

EU's Protected Designation of Origin, Protected Geographical Indication, Traditional Specialty Guaranteed, and the Slow Food Movement.



**Assignments: Media Assignment due in class.**

Homework: McCormick Ch. 7

## **WEEK 6**

Class 6 **Study visit:** City of London. Blue Badge guide

**Out—of—class activity:** Meet Cannon Street station exit street level

Homework: Research history of London [www.cityoflondon.gov.uk](http://www.cityoflondon.gov.uk)

## **WEEK 7**

Class 7 **Economic Governance in the EU**

The euro crisis

<https://www.opendemocracy.net/can-europe-make-it/ulrich-beck/power-of-merkiavelli-angela-merkel%E2%80%99s-hesitation-in-euro-crisis>

<http://www.notre-europe.eu/media/germaneurope-beck-ne-jdi-apr13.pdf?pdf=ok>

**In—class activity: Lecture and Group discussion**

Reading: McCormick Ch. 7

Homework: McCormick Ch 8

## **WEEK 8**

Class 8: **The EU Environmental Policy**

**In-class activity: Lecture and Group discussion**

Homework: McCormick Ch 9

## **WEEK 9**

Class 9: **1. UK - EU – USA Relations** Transatlantic Trade and Investment Partnership (TTIP) Integration and Disintegration. Future of the EU UK Brexit debate

Reading: McCormick Ch 9

**In-class activity: Lecture and Student Presentation**

Homework: [www.bbc.co.uk/news/europe](http://www.bbc.co.uk/news/europe)

## **WEEK 10**

Class 10: **Study Visit:** Canary Wharf and Greenwich. From Maritime to Financial Empire London v. Frankfurt

**Out-of-class activity: Meet at Canary Wharf station**

Reading: McCormick Ch 9

Homework: McCormick Ch. 8

## **WEEK 11**

Class 11: **Presentations**

**In-class activity: Student Presentation.**

Homework: Tony Judt Part 4

## **WEEK 12**

Class 12: **Education and Culture.** 'The New Europeans?' Erasmus Programme and Bologna

In-class activity The Higher Education Area.  
The Education, Audiovisual and Culture Agency Executive Agency (EACEA) is responsible for the management of most parts of the EU's Culture Programme 2007-2013 under supervision from its parent Directorate-General for Education and Culture (DG EAC of the European Commission).

DVD: 'L'Auberge Espagnole'.

Reading: Tony Judt Part 4

## WEEK 13

Class 13

Final Exam

### Attendance, Participation & Student Responsibilities

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

**Missing classes for medical reasons:** If you need to miss a class for medical reasons or for a family emergency, **you must send an e-mail** to let the Associate Director of Academic Affairs (ADAA) know at least one hour in advance of your class or meeting at the following e-mail: [excused.absence@capa.org](mailto:excused.absence@capa.org). Note that calling the CAPA Centre (0207 370 7389) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time.

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honour in his or her scholastic work and class behaviour. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**Use of electronic equipment in class:** All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

**Use of Electronic Translators:** In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behaviour during Examinations:** During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.