

Pols/Flen 307: INSTITUTIONS OF THE EUROPEAN UNION

Fall 2020 (HyFlex)

Instructor: Florian Justwan, Ph.D.
Class: Monday, Wednesday, Friday; 09:30 am - 10:20 am (ALB 335)
Office Hours: Monday, 10:30 am - 12:30 pm (Administration 323) or via zoom (link see below)
Zoom Link: <https://uidaho.zoom.us/j/9457372902>
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COURSE DESCRIPTION

The main goal of this course is to provide students with a general understanding of the institutions of the European Union. The course is divided into three sections. In the first, we will discuss the history of European integration and a number of theoretical approaches developed to explain this process. In the second section, course participants will be familiarized with the institutional architecture of the EU. In this context, we will study the composition and functions of all major EU bodies (the European Council, the Council of the European Union, the European Parliament, and the European Court of Justice). Finally, in the last part of the course, we will focus on a wide variety of important policies and issues. At the end of the course, participants should be familiar with the history of European integration, the responsibilities of the EU's major political institutions, and EU policies in a number of different issue areas.

HyFLEX FORMAT

This course will be taught using the "HYFLEX" Instruction Method. This method is designed to provide students the opportunity of an in-class experience while allowing for social distancing. Here is what a typical week is going to look like:

- a. **On Monday, class will be held entirely via zoom.** The link to our classroom meeting is: <https://uidaho.zoom.us/j/9457372902>
- b. Wednesday and Friday, there will be pre-recorded video lectures for you to watch (available on bblearn).
- c. Most class days, there will be one or two readings for you to complete. Each class day with a reading will have an associated reading quiz (to be completed on bblearn prior to the regular start time of our class).
- d. Every week will have a discussion question for you to consider. Every student will have to engage with this discussion question by the end of the week. This "engagement" can happen in-person (more on that below) or on bblearn.
- e. In addition, you will have to work on your written assignments.

As noted, our Monday class sessions will be held entirely via zoom. We **WILL** have in-person meetings (most) Wednesdays and (most) Fridays. However, to accommodate social distancing, only half of all enrolled course participants will come to class. There will be 2 student groups: Group A and Group B. Your group assignment is presented to you on bblearn. Both groups will have the option of coming to class on Wednesday **or** Friday on an alternating schedule.

a. **Group A** will attend class on the following days:

- August 26 (Wednesday)
- September 4 (Friday)
- September 9 (Wednesday)
- September 18 (Friday)
- October 2 (Friday)
- October 7 (Wednesday)
- October 16 (Friday)
- October 21 (Wednesday)
- October 30 (Friday)
- November 4 (Wednesday)
- November 13 (Friday)
- November 18 (Wednesday).

b. **Group B** will attend class on the following days:

- August 28 (Friday)
- September 2 (Wednesday)
- September 11 (Friday)
- September 16 (Wednesday)
- September 30 (Wednesday)
- October 9 (Friday)
- October 14 (Wednesday)
- October 23 (Friday)
- October 28 (Wednesday)
- November 6 (Friday)
- November 11 (Wednesday)
- November 20 (Friday).

Our Wednesday and Friday in-person meetings will have identical structure and content. During the first 15 minutes, everyone will have the opportunity to ask questions about the material. The remainder of the class is then reserved for in-class discussion. More specifically, I will pose this week's discussion question and we will spend the course session to explore this issue together. Please note: I will **NOT** take attendance during our in-person class sessions. In other words, your participation in these meetings is optional. However, should you choose to stay at home, you are still required to participate in the discussion online. In other words, if you choose that option, you would have to contribute to the discussion on bblearn. In this case, you would be required to make 3 bblearn posts: an initial reflection to the discussion prompt and 2 responses to other students' posts. The deadline to do so is 6pm on Friday.

COURSE MATERIALS

You will need to buy the following materials for this class:

- Textbook: Olsen, Jonathan (2020). The European Union. Politics and Policies. **Seventh Edition**. New York, NY: Routledge.
- Movie: Brexit Behind Closed Doors (BBC Documentary).

Do **NOT** buy earlier editions of the textbook. The EU is a quickly developing organization and previous editions of this book will be **entirely out-of-date**. Most of our weekly readings will come from the textbook. All other readings will be provided to you online. It is absolutely essential that you carefully read all of the required material *prior to coming to each class session and prior to watching each pre-recorded video lecture*. I expect that you take your responsibilities seriously. Failing to do so will both significantly impact your grade and the quality of our in-class activities.

COURSE REQUIREMENTS AND GRADES

5%	Two Mandatory Zoom Check-Ins
20%	Participation in Class Discussions
35%	Online Reading Quizzes
40%	Two Analytical Papers

Two Mandatory Zoom Check-Ins (5 percent)

Every student is required to meet with me via zoom or telephone at least twice over the course of the semester. Each of those required meetings represents 2.5 percent of your overall course grade. My regular office hours are Monday from 10:30 am - 12:30 pm. However, if this does not work for you, please send me an email and we can schedule a time slot for our chat.

Discussion Contributions (20 percent)

Your participation grade will be based on the quality and quantity of your verbal / written contributions during each week's class discussions (**Monday zoom meetings** and **in-person discussion**). As stated above, every student has to engage with the discussion question for a given week (either in person or via bblearn).

Online Reading Quizzes (35 percent)

Each day with a reading on the syllabus will have an associated reading quiz. This quiz needs to be completed on bblearn prior to the regular start time of our class. Each quiz will count towards 1 percent of your overall course grade. Your lowest 5 quiz grades will be dropped at the end of the semester.

Analytical Papers (40 percent)

This class will have three major sections: Section 1 will focus on the History of the European Union, Section 2 will focus on the EU's Institutional Architecture, and Section 3 will focus on the policy output of the EU. At the end of each section, I will present you with a paper assignment in which I want you to wrestle with a question and conduct further research.

- Paper Assignment 1 will ask you to analyze one of the major EU Treaties while comparing/contrasting two theories of European integration.
- Paper Assignment 2 will ask you to reflect on whether there is a “democratic deficit” in the European Union.
- Paper Assignment 3 will ask you to analyze one policy of the European Union.

Every student will have to write **two** of these papers. Each one will count towards 20 percent of your overall course grade. You are welcome to write all three of these papers. If you choose to do so, I would count your two highest grades. However, please note: once the deadline for one paper has passed, it is no longer a live option.

GRADE SCALE

Note: final grades will NOT be rounded

- A = 90.00-100.00
- B = 80.00-89.99
- C = 70.00-79.99
- D = 60.00-69.99
- F = 0.00-59.99

COURSE POLICIES

Deadlines

The assignments in this class are all designed to help you familiarize yourself with the institutions of the European Union. In general, late work will not be accepted. However, I do recognize that we all live in unusual times. If there is a documented emergency that prevents you from completing one of the class assignments at the scheduled date, I would be happy to work with you. However, you have to reach out to me **prior to due date for a given assignment**.

Academic Honesty

It is the policy of our department to refer instances of suspected academic dishonesty to the Student Judicial Council. For the Dean of Students' Academic Integrity site which includes UI Policies and Student Academic Dishonesty Resources, see <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity>

Disabilities

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: cdar@uidaho.edu
- Website: www.uidaho.edu/current-students/cdar

Tutoring and College Success (TCS)

TCS offers three distinct services dedicated to student success: tutoring, SI-PASS, and Academic Coaching. Vandal Tutoring provides drop-in style tutoring in person at the Library or online through uidaho.edu/tutoringonline at no cost to undergraduates. SI-PASS provides peer assisted study sessions for difficult courses. You can find the schedule of currently supported courses at uidaho.edu/si. Academic Coaching offers students an opportunity to work with a coach, one on one, to improve their academic skills such as: effective studying, test taking, time management, and note taking. Visit uidaho.edu/academic-coaching to schedule an appointment.

Electronic Device Policy

The use of cell phones, iPods, iPads, or any other electronic device will not be permitted during class meetings. I will permit you a laptop ONLY to take notes and review online readings. I reserve the right to reverse this policy at any time.

Assignment and Grade Record-Keeping

Students are responsible for saving all graded work until final grades are recorded with the registrar and checked by the student.

Classroom Learning Civility

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

Grade Appeals

If you believe your exams or assignments have been graded unfairly, you can appeal your grade in written form. You have to hand in your appeal on the day after the assignment or exam was returned. Comparisons to other students' graded assignments will not be accepted for a complaint. Hand in the original copy of the graded assignment together with the written appeal. I will reevaluate your grade in light of the argument that you made. However, the new grade may be the same, higher, or lower than the original grade and it will be final.

Healthy Vandals Policies

It is a longstanding tradition that Vandals take care of Vandals, and we all do our best to look out for the Vandal Family. The simple precautions listed below go a long way in reducing the impact of coronavirus on our campuses and in our communities. With everyone engaging in these small actions, we can continue to participate in our vibrant campus culture where we are able to learn, live, and grow. Visit [U of I's COVID-19 page](#) often for updated information. Questions related to the University of Idaho's coronavirus response can be sent to covid19questions@uidaho.edu.

Refrain from attending class in-person if you are ill, if you are experiencing any of the [known symptoms of coronavirus](#), or if you have tested positive for COVID-19 or been potentially exposed to someone with COVID-19.

- If you display symptoms and/or test positive, you should quarantine following the [CDC's recommendations](#). Do not return to class until you meet the [CDC's requirements](#).
- If you have been exposed but are asymptomatic, you should stay home for 14 days from the last exposure if you remain asymptomatic, adhering to the [CDC's requirements](#).

Documentation (a doctor's note) for medical excuses is not required; instead, email me to make arrangements to submit any missed work and make plans to use Zoom and/or online course materials to stay current with the course schedule.

All faculty, staff, students and visitors across all U of I locations must use face coverings over the nose and mouth whenever in any U of I buildings. Thus, you are required to wear a face covering in the classroom at all times.

- If you have a medical condition that affects your ability to comply with the face covering policy, please contact the Center for Disability Access and Resources (CDAR) to request a reasonable accommodation.
- If you have other reasons you believe make you exempt from wearing face coverings, please contact the COVID-19 Coordinator.
- Failure to wear a face covering over your nose and mouth will require you to leave the classroom immediately. If a disruption to the learning experience occurs due to repeated offence and/or egregious behavior, you will be reported to the Dean of Students Office for a potential code violation.

COURSE SCHEDULE (This is only a tentative schedule for this course. Content may change)

		PART I: Introduction and History of European Integration
Week 1		Introduction
Zoom	August 24 (M)	This syllabus.
Group A	August 26 (W)	<ul style="list-style-type: none"> • Official website of the European Union (Institutions): https://europa.eu/european-union/about-eu/institutions-bodies_en • Map of Europe: http://www.bbc.com/news/world-middle-east-24367705
Group B	August 28 (F)	Olsen Chapter 1.
Week 2		Overview and History of European Integration 1
Zoom	August 31 (M)	<ul style="list-style-type: none"> • Olsen Chapter 2 (pages 27 – 36). • Bache Chapter 5.
Group B	Sept. 2 (W)	<ul style="list-style-type: none"> • Olsen Chapter 2 (pages 36 – 41). • Bache Chapter 6.
Group A	Sept. 4 (F)	<ul style="list-style-type: none"> • Olsen Chapter 3 (pages 42 – 52). • Bache Chapter 7. • Bache Chapter 8.
Week 3		Overview and History of European Integration 2
	Sept. 7 (M)	No class!
Group A	Sept. 9 (W)	<ul style="list-style-type: none"> • Olsen Chapter 3 (pages 52 – 57). • Bache Chapter 9.
Group B	Sept. 11 (F)	<ul style="list-style-type: none"> • Olsen Chapter 4. • Bache Chapter 10.
Week 4		Theories of European Integration
Zoom	Sept. 14 (M)	Niemann, A. & Schmitter, P. (2009). "Neofunctionalism." In: Wiener, A. & Diez, T. (eds): European Integration Theory. Oxford: Oxford University Press, pp. 45-66.
Group B	Sept. 16 (W)	Moravcsik, A. & Schimmelfennig, F. (2009). "Liberal Intergovernmentalism." In: Wiener, A. & Diez, T. (eds): European

		Integration Theory. Oxford: Oxford University Press, pp. 67-87.
Group A	Sept. 18 (F)	Risse, T. (2009). "Social Constructivism and European Integration." In: Wiener, A. & Diez, T. (eds): European Integration Theory. Oxford: Oxford University Press, pp. 144-160.
PART II: Institutions of the European Union		
Week 5		Institutions I
Zoom	Sept. 21 (M)	Bache Chapter 12 (available on bblearn).
	Sept. 23 (W)	Olsen Chapter 5.
	Sept. 25 (F)	Olsen Chapter 6.
Week 6		Institutions II
Zoom	Sept. 28 (M)	Olsen Chapter 7.
Group B	Sept. 30 (W)	Olsen Chapter 8.
Group A	Oct. 2 (F)	Olsen Chapter 9.
Week 7		Institutions III
Zoom	Oct. 5 (M)	Olsen Chapter 10.
Group A	Oct. 7 (W)	Reader on Democratic Legitimacy I.
Group B	Oct. 9 (F)	Reader on Democratic Legitimacy II.
PART III: Policies and Issues		
Week 8		Exclusive Competencies I
Zoom	Oct. 12 (M)	Due date for Paper 1 (email your paper to: fjustwan@uidaho.edu).
Group B	Oct. 14 (W)	Bache Chapter 18 (available on bblearn).
Group A	Oct. 16 (F)	Reader on Exclusive Competencies.
Week 9		Exclusive Competencies II
Zoom	Oct. 19 (M)	Olsen Chapter 12 (pages 205 – 209).
Group A	Oct. 21 (W)	Reader on the Euro.

Group B	Oct. 23 (F)	Dandashlya, A., Verdun, A. (2018). "Euro adoption in the Czech Republic, Hungary and Poland: Laggards by default and laggards by choice." In: Comparative European Politics 16(3), pp. 385-412.
Week 10		Shared Competencies I
Zoom	Oct. 26 (M)	Olsen Chapter 12 (pages 199 – 205).
Group B	Oct. 28 (W)	Olsen Chapter 12 (pages 209 – 215).
Group A	Oct. 30 (F)	Olsen Chapter 13. Due date for Paper 2 (email your paper to: fjustwan@uidaho.edu).
Week 11		Shared Competencies II
Zoom	Nov. 2 (M)	Olsen Chapter 14 (pages 241 – 246).
Group A	Nov. 4 (W)	Reader on Migrant Crisis.
Group B	Nov. 6 (F)	No Readings.
Week 12		Areas of Supporting Action
Zoom	Nov. 9 (M)	Reader on COVID-19 I.
Group B	Nov. 11 (W)	Reader on COVID-19 II.
Group A	Nov. 13 (F)	Olsen Chapter 14 (pages 233 – 241).
Week 13		External Affairs
Zoom	Nov. 16 (M)	Olsen Chapter 15.
Group A	Nov. 18 (W)	Olsen Chapter 16.
Group B	Nov. 20 (F)	Reader on Membership and Enlargement.
Week 14		Thanksgiving Break
	Nov. 23 (M)	No class.
	Nov. 25 (W)	No class.
	Nov. 27 (F)	No class.

Week 15		Membership and Brexit
Zoom	Nov. 30 (M)	Hobolt, S. (2016). "The Brexit vote: a divided nation, a divided continent." In: Journal of European Public Policy 23 (9), pp. 1259-1277.
Zoom	Dec. 2 (W)	Watch the BBC Documentary: "Brexit Behind Closed Doors."
Zoom	Dec. 4 (F)	No Readings.
Week 16		Final Discussion
Zoom	Dec. 7 (M)	Research Day.
Zoom	Dec. 9 (W)	Catch-up and Review Day.
Zoom	Dec. 11 (F)	Course Conclusion.
Week 17		Final Exam Week
	Dec. 14 (Mon) at 11:59 pm	Due date for Paper 3 (email your paper to: fjustwan@uidaho.edu).