This class is an advanced undergraduate seminar on the European Union that will introduce you to the academic literature on EU politics and current debates in the field of EU studies. Topics we will cover include political institutions, decision- and policy-making, parties, elections, interest representation, political contestation, public opinion, identity, enlargement, Europeanization, the "democratic deficit," and current events—most importantly the ongoing Euro crisis.

This is not an easy class. All students have a general background in EU politics and regional integration, which means that I will assume a fair amount of knowledge on your part as we move through the semester. The readings are a subset of what I would be assigning in a graduate seminar, meaning that they will be challenging. I expect you to have completed all readings prior to our class meetings and carefully thought about them. You are to attend all class meetings (and let me know if you will miss a class due to illness or another legitimate reason) and participate actively in our discussions. Attendance and participation are a major part of your final grade, so it is important that you engage regularly and thoughtfully. Note that we will spend a bit of time every week talking about current events, so reading the news and being able to discuss current events will be part of your participation grade (recommended news sources are the Financial Times/FT.com, euobserver.com and euractiv.com). You will also be paired up with one of your classmates and lead part of our discussion at two different occasions. Aside from participation, the only assignment you have is a 25-page research paper, which you will be working on throughout the semester (see the Appendix for details).

Students needing special accommodations to enable full participation in this course should contact me as early as possible. All information will remain confidential. You also may contact the McBurney Disability Resource Center, 1305 Linden Drive, (608) 263-2741 regarding questions about campus policies and services.

Readings:

You are not required to purchase any books for this class. All readings (both journal articles and book excerpts) are available in electronic format for download on our Learn@UW website. If you prefer hard copies, I suggest that you download all readings, put them on a flash drive, and take them to one of the local copy shops. They will print and bind the readings for you as you see fit. You might want to coordinate with each other if enough people are interested in having all readings as one course pack.
Grading:

- Participation: 25%
- Preparation of discussion questions, leading discussion: (2 x 2.5% =) 5%
- Paper proposals: 7.5%
- Annotated bibliography: 7.5%
- Development paper: 12.5%
- Final paper presentations: 7.5%
- Final Paper
  - If no revised draft turned in: 35%
  - If revised draft turned in: 30%
  - Revisions, if turned in: 5%

January 25—Theorizing Integration


February 1—Legislative Politics: European Parliament and Council


February 8—Executive Politics: Commission and Council


**February 15—Other Policy-Making: Governance and Agencies**


**February 22—Parties and Elections**


**February 29—Interest Groups and Lobbying**


Callanan, M. 2011. EU decision-making: reinforcing interest group relationships with national governments? Journal Of European Public Policy, 18(1), 17-34


March 7—Political Conflict and Public Opinion


Sigalas, E. 2010. The Role of Personal Benefits in Public Support for the EU: Learning from the Erasmus Students. West European Politics, 33(6), 1341-1361


March 14—Identity: Europe vs. the Nation-State?


March 21—EU Enlargement


March 28—EU Law and the European Court of Justice

Clifford J. Carruba. Readings TBA.


April 11—Europeization


April 18—The EU and Its “Democratic Deficit”


April 25—The Euro Crisis (European Union Center of Excellence Event)

Readings: To prepare for this event, it is your responsibility to be up-to-date in your understanding of recent and current events in the Euro crisis. Throughout the semester, you are do read the news carefully and follow them in detail. Note that I reserve the right to assign specific readings for this session at short notice.

Recommended background readings:


http://www.nytimes.com/2011/01/16/magazine/16Europe-t.html?pagewanted=all

May 2—The Future of Europe

(Final Paper, Draft 1 due at 3:30pm!)

No readings.

May 9—Final Paper Presentations
APPENDIX: PS695 Final Paper Guidelines

The final assignment in this class is a 25-page research paper relating to the European Union. This is a substantial project and requires your attention throughout the semester.

In order to facilitate the research and writing process for you, I am asking you to complete a series of steps during the course of the term. These steps require firm deadlines, and although it makes your work more strenuous at various times throughout the course, it will significantly improve your accuracy and quality of your research. It also ensures that you stay on track, and it helps me stay involved in your research.

The due dates for the various assignments are:

1. Paper proposals: February 15, 3:30pm
2. Annotated bibliography: March 7, 3:30pm
3. Development paper: March 28, 3:30pm
4. Final Paper: May 2, 3:30pm
5. Final paper presentations: May 9, during class time
6. Final Paper (optional revised version): May 13, 3:30pm

**Paper proposals:** you will submit proposals for two (!) potential paper topics. Each proposal should be one double-spaced page, for a total of two pages. Each proposal should include a research question (that is, the question you want your research project to address), a preliminary thesis statement, and indicate how you would go about researching your topic. You should also discuss why your research question is important, and what we might end up learning from your findings.

**Annotated bibliography:** an annotated bibliography is a list of citations of books, articles, and documents where each citation is followed by the annotation, i.e., a brief descriptive and/or evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. This exercise will require you to find sources relevant to your project, to think about their content, and to figure out how they relate and contribute to your research. The document you turn in should include at least 10-15 sources.

**Development paper:** think of your development paper as a short initial draft of your final paper. This draft should be 10-12 pages long and include a coherent argument, a good introduction, some preliminary data analysis, and a conclusion. It is acceptable to preview what you will seek to accomplish in the final draft of your paper, if there are things you intend to do but did not yet have a chance to include.

**Final paper:** your final paper is due on May 2, that is, one week before our last class meeting. There are two reasons for this early due date. The first is that you will present your final paper to the class on May 9, meaning that you will need time to to prepare your presentation after completing your paper. Second, I will give you the opportunity to revise your paper after receiving my comments (which you will get no later than May 9) in order to improve the final product. These revisions are optional. If you turn in a revised draft of your paper by the due date, the draft you turn in on May 2 will be worth 30% of your final grade and the revisions worth 5%. If you choose to not turn in a revised version, the draft you submit on May 2 will be worth 35% of your final grade.
Some general notes:

All assignments must be typed, double-spaced, with one-inch margins (which you may need to set manually), and in 12 point “Times New Roman” font. I expect all assignments to be well-written, grammatically correct, free of spelling errors, and to include a properly-written bibliography. For your citations, please use the APSA style (see http://writing.wisc.edu/Handbook/DocAPSA.html). Papers that do not meet these standards will be penalized when graded.

Here are my three rules of thumb regarding the information that should be included in your papers:

First, ask yourself: is this information relevant to the argument I am making? This is the first and most important criterion. If the information you provide is not relevant to your argument, it should not be in the paper – even if the information is really interesting. Unnecessary digressions and superfluous information can go a long way toward spoiling a high-quality paper (they are also a pet peeve of mine...).

Second, ask yourself: does the reader need this information to understand and follow my argument? Even if the information is not immediately relevant to your argument it may need to be included if the reader requires it to understand what you are trying to say. So this is the one exception to the first criterion above.

Third, to determine what information the reader needs to follow your argument, assume that you are writing this paper for one of your classmates, or perhaps a smart friend or roommate. That is, you can assume that a) the reader is not stupid, b) she has a basic understanding of what is going on in the world of politics, but c) she is not an expert on your topic.

Additional resources:

I uploaded an extensive list of recommended readings to our Learn@UW website. This list, while not exhaustive for each subject of our class meetings, ought to provide you with a useful starting point for various research ideas.

There are resources available that can help you significantly with the process of writing your paper. One is the library system. If you do not know how to make use of the library for your research you can ask a librarian for help.

A second important resource you might want to take advantage of is the writing center (http://writing.wisc.edu/).

Note that the internet can be a very valuable resource, but the problem of sorting useful information from junk (and there is a lot, a lot, of junk) is often more time consuming and risky than it is helpful. Luckily, the resources available through the campus libraries (in-house or online) will make your use of the junk that is out there unnecessary. And please note that Wikipedia (and similar online resources) are not acceptable as sources for academic assignments.
Submitting your assignments:

You must submit all assignments using the Learn@UW “Dropbox” function:

- Log in to our Learn@UW website.
- Click on "Dropbox" in the top menu.
- Click on the assignment in question and "Add a File."
- Upload your assignment.
- Click "Submit."

Please name your documents as follows: yourlastname_695_nameofassignment.doc (e.g, "ringe_695_proposals.doc" or “ringe_695_bibliography.doc”).

I consider an assignment to be late if it is not turned it at *exactly* the time it is due. I deduct half a letter grade for each 24-hour period an assignment is late (that is, if you turn in your assignment one minute late, I deduct half a letter grade; if it is 24 hours and one minute late, I deduct a full letter grade, etc.)

A few words on plagiarism:

Plagiarism is the act of improperly using someone else’s words or ideas as if they were your own. As such, plagiarism is the theft of intellectual property, and this is no less serious than the theft of material property. In academia, it is actually worse. Plagiarism is the ultimate sin, and this applies as much to me as a professor as it does to you as a student. There are no “degrees” of plagiarism; one little offense, no matter how small it may appear, is as devastating as “borrowing” an entire book. Whatever form it takes (downloading and reformatting an article, “buying” an essay, taking a “free” paper off the internet, turning in another student’s work, “sharing” assignments with others, failing to cite a source, neglecting necessary quotation marks, etc.) there is no excuse for plagiarism, and it will get you in a lot of trouble. Note that the most common form of plagiarism is failure to cite properly. You must provide a citation, for example (Brown 1999, 57), after writing a sentence or a series of sentences that contain words or ideas taken from another person or publication. If you are citing directly, you must use quotation marks.

If you are caught cheating, you will receive a failing grade for the class, and the reason for the grade will be noted in your transcript. This will make it extremely difficult for you to gain entrance to graduate or professional schools and will jeopardize your opportunities with a large number of employers in the future. If you are repeat offender, you will most likely be expelled from the university. Don’t put yourself (and me) into what will be a very uncomfortable situation with very serious consequences.

Finally...

I encourage you to involve me in your project by letting me know how things are progressing, by discussing ideas or problems during my office hours, or by seeking my input in other ways. You are going to put a lot of work into writing these papers, and I am committed to helping you in the process in whatever way I can. So please do not hesitate to ask for my help or input and let me know if there is anything in particular I can do for you, or for the group as a whole, to facilitate the research and writing process.