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, enlargement, the "democratic deficit," and current events—most importantly the ongoing Euro crisis.

This is not an easy class. The readings are cutting-edge academic research on the EU and 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 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 various 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. It is advisable that you read the items in the order listed. If you prefer hard copies of the readings, 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 to see if enough people are interested in having all readings as one course pack.
Grading:

- Participation: 25%
- Preparation of discussion questions, leading discussion: 5%
- Paper proposals: 5%
- Annotated bibliography: 7.5%
- Development paper: 17.5%
- Final paper presentations: 5%
- Final Paper: 35%

January 23—Introduction

No readings.

January 30—Theorizing Integration


February 6—Legislative Politics: European Parliament and Council of Ministers


February 13—Executive Politics: Commission and the Councils


Derk-Jan Epink. 2007. Life of a European Mandarin. Tielt (Belgium): Lannoo Publishing, pp. 161-83 and 321-339. (Be sure to take this one with a grain of salt...)

February 20—Judicial Politics: The Court of Justice and EU Law


February 27—Parties and Elections


March 6—Political Conflict and Public Opinion


March 13—Identity: Europe vs. the Nation-State?


March 27—The Euro Crisis

Note: 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. I reserve the right to assign specific readings for this session at short notice.


Video lecture: Mark Copelovitch, “The Euro Crisis: Greece, Ireland, and the Future of the Single Currency,” Wisconsin Public Television, University Place, December 2011 (available at...


April 3—The EU and Its Crises

(NOTE: George Ross will be in Madison from March 31-April 2 and has agreed to visit our class. Therefore, we will reschedule our Thursday meeting for either Monday, March 31, or Tuesday, April 1, depending on everyone’s availability.)


April 10—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

April 17—EU Enlargement


April 24—Immigration and the EU: A Solution to Europe’s Problems, or Itself a Problem?

(Note: Randall Hansen of the University of Toronto will be visiting our class.)

Readings: TBA

May 1—The EU and Its “Democratic Deficit”


May 8—Final Paper Presentations
APPENDIX: PS601 Final Paper Guidelines

The final assignment in this class is a 25-page research paper on a topic of your choice. 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 life a bit more strenuous at various times throughout the course, it will significantly improve your work and hopefully prevent (or at least ease) end-of-semester panic. 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 13, 2:15pm
2. Annotated bibliography: March 6, 2:15pm
3. Development paper: April 3, 2:15pm
4. Final paper: May 1, 2:15pm
5. Final paper presentations (mandatory): May 8, 2:30-4:30pm

**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, and to list possible sources of data and what the data will be used for. 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. Note that it is very obvious to the reader if you quickly and sloppily put together a list of sources, rather than having carefully assembled a select list of sources that are most relevant to your paper. Also note that your sources should primarily be academic; that it is expected that you add to this initial list of sources as you continue working on the paper; that you are not required to use the sources you list as part of your annotated bibliography in your final paper; and that you should not include annotations in the list of references for any assignments other than the annotated bibliography.

**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 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. Note that the more developed this your paper is when you hand it in, the more specific and useful my comments will be to you as you continue working on your final draft.

**Final paper:** due on May 1.
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. Please submit your papers as MS Word files.

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:

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:

All assignments must both be submitted by the deadline into a Learn@UW dropbox and emailed to prof.ringe.paper.submissions@gmail.com.

- 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."
- Then email the file to prof.ringe.paper.submissions@gmail.com (must be emailed by the deadline).

Please name your documents as follows: yourlastname_601_nameofassignment.doc (e.g. "ringe_601_proposals.doc" or "ringe_601_bibliography.doc").

I consider an assignment to be late if it is not turned in at exactly the time it is due. I deduct half a letter grade for each 24-hour period an assignment is late (that is, whether you turn in your assignment one minute late or 23 hours and 59 minutes 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.