EUROPEAN INTEGRATION AND EUROPEAN UNION GOVERNANCE: AN INTRODUCTION

INSTRUCTORS

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BASIC INFORMATION

Code: SOPP5110

Level: Master

Campus: Vienna, Quellenstrasse 51

Credits: 2 CEU (US) - 4 ECTS

Schedule: Fall term, Thursday 1.30-3.10 PM (CET) for in person seminar (Room xxx)

Status: *European integration and European Union governance: An Introduction* is **mandatory elective for Mundus MAPP students (CEU-IBEI and CEU-York tracks),** as part of a cluster of courses (formerly the Jean Monnet Module) which includes *Courts as Global Policy Actors* and *the EU's role in Global Governance* (CEU-IBEI Global PP tracks) and *Introduction to European Union Law*, *EU Human Rights Law and Policy*, and *the EU's role in Global Governance* (CEU-York European PP tracks). All Mundus MAPP students (both CEU-IBEI and CEU-York tracks), are expected to take *European integration and European Union governance*, as well as another 2 CEU credits/4 ECTS course from the cluster, depending on their chosen track. Students who have already successfully attended an introductory course on European Union governance, policy and politics, can apply to the Mundus MAPP program director and ask to take another course from the relevant pool in replacement. *European integration and European Union governance* is also **mandatory elective for MAIPA 2, Governance specialization.** There is no prerequisite for this course, but participants must be able and willing to engage with interdisciplinary perspectives and materials.

Format: hybrid (asynchronous mini-lectures, activities and assignments + in-person/online synchronous interactive seminars and a final simulation exercise - depending on the sanitary situation and personal circumstances). In-person interactive seminars may be switched to online synchronous interactive seminars in case of Covid 19 pandemic related restrictions. The duration, as well as timing, of in-person synchronous online interactive seminars will be adjusted taking into account the study time involved in asynchronous online activities, to match the required study hours per US credits/ECTS (20-25 hours per ECTS, 80-100 study hours).

Moodle platform: https://ceulearning.ceu.edu/course/view.php?id=12666

Venue : xxx

Contact: grangerm@ceu.edu (Email); Office B415 (Vienna campus, QS 51)

Consultation by appointment with Course Instructor at grangerm@ceu.edu. Office hours: Thurs 2.00-3.00; Tues 11.00-12.00; or by appointment (in person or on Teams).

Consultation by appointment with Teaching Assistant nagy_szilvia@phd.ceu.edu . Office hours : by appointment

GENERAL COURSE DESCRIPTION

The course is an **introductory level course** which seeks to familiarize students with the **EU institutional framework** and some of the **core decision-making processes and dynamics of European integration and EU governance**, as they change over time and across policy contexts. It adopts an interdisciplinary perspective, which brings together and confronts approaches from primarily political sciences, public policy and law. The course critically engages with academic and policy materials which expose and explain the role and functioning of the main EU institutions and bodies (European Commission, European Parliament, European Council and Council of the EU, Court of Justice of the European Union, EU agencies) and core EU decision-making processes (including treaty-making, legislative, regulatory and judicial), situating them within the multi-level governance framework which characterizes Europe today. Throughout, the course engages with selected analytical and theoretical perspectives on European integration and EU governance, and reflects on current and future challenges.

The course caters for students coming from different academic and professional backgrounds and should be of particular interest those who wish to pursue studies or research in European affairs, or envisage a career in EU institutions, diplomatic services, international or regional organizations, international companies or NGOs.

The course proposes a mix of asynchronous elements (ie pre-recorded lectures, reading assignments, material annotations, podcasts listening, videos watching, quizzes, etc) and synchronous interactive seminars, and a simulation exercise.

GOALS

The course aims to equip participants with a basic knowledge of EU institutions, decision-making and governance processes, and to develop their awareness of core EU policies as well as some familiarity with a range of theoretical perspectives, drawing primarily on the disciplines and fields of political sciences, international relations, public policy and law.
The course further seeks to foster participants' understanding of governance beyond the state, serving as a basis for, and further explored in, more advanced courses in the student's relevant program/study track. Overall, the course aims to improve participants' knowledge of the complex EU governance structure and the multiple dynamics of European (dis)integration, whilst honing their analytical abilities and oral and written communication skills.

LEARNING OUTCOMES

CONTENT LITERACY AND SUBJECT SPECIFIC SKILLS

At the end of the course, students should:
- be able to identify the main EU institutions, their core organizational features and their main functions and role(s) in European Union governance and European integration;
- be able to describe and understand the main EU decision-making processes, within a multi-level governance framework;
- be aware of variations in institutional and governance dynamics across policy areas and over time;
- be able to identify and evaluate key analytical and theoretical perspectives on EU governance and European integration;
- be aware of the main contemporary challenges facing European integration;
- know how to locate, access and understand EU policy documents, and legal instruments and sources.
- have a better understanding of negotiations and decision-making processes in complex governance and policy-settings.

COGNITIVE AND TRANSFERABLE SKILLS

At the end of the course, students should:
- be able to recognize and assess similarities and differences between different disciplinary perspectives;
- have improved their ability to reason analytically and logically within more than one discipline;
- have increased their capacity to identify, synthesize, analyze and evaluate primary and secondary sources;
- be able to write in a concise, analytical and critical way;
- have improved their oral communication skills, including through the development of video-recording skills for effective oral communication in an online environment;
- be able to effectively mobilise online media to communicate analysis and finding;
- be in a position to apply theoretical knowledge to explain and assess empirical situations;
- be able to draw theoretical implications from the observation of past and current events;
- be able to apply theoretical knowledge in a professional negotiation setting.

REQUIREMENTS

All students must do the preparatory work (eg reading texts, watching pre-recorded lectures, watching videos, listening to podcasts, consulting websites, doing quizzes, etc) and carry out all required asynchronous activities and assignments (eg prepare video presentations, identify questions for presenters, preparing presentation feedback form, annotating texts, drafting notes for seminar discussions/simulation exercise, etc), as instructed on the Moodle e-learning platform *prior* to the in person/online synchronous seminar. In-person students must attend all synchronous seminars, unless they have a valid excuse for missing the session; as much as possible, they should notify the School/Department coordinators, as well as the course instructor and TA in advance (as per SPP/DPP policy). Missing more than one seminar without a valid and accepted excuse exposes students to sanctions such as a significant grade reduction, or even failing the course. All students must participate actively in the synchronous seminar discussions. All students taking the course for grade are required to take part in seminar discussions and contribute substantially to the simulation, make a 10-15 minutes pre-recorded class

presentation (using PANOPTO), and write a blogpost (final course assignment). Students taking the course for Audit must do all preparatory work and take part in synchronous activities, participate in the seminar discussions, and take part as observers in the simulation.

ASSIGNMENTS AND GRADE

The final grade for the course is made up of five components: preparation and participation, including reading quizzes (10%), written and oral contribution to the simulation (10%), presentation (30%), peer- evaluation of presentation (10%) and blogpost (40%).

PREPARATION AND PARTICIPATION *(10%)*

It is assessed based on the timely completion of asynchronous tasks and activities, punctuality and regular attendance in synchronous seminars, and the quality and relevance of interventions in seminar discussions. It also takes into account the frequency and quality of questions and comments on other students' presentations. The completion of mandatory readings may be assessed through quizzes (including surprise ones) or other methods (online text annotation, etc), and the oral contributions to seminars.

PRESENTATION *(30%)*

All students must pre-record a 10-15 minutes presentation on the assigned article/chapter length academic text (using PANOPTO), which they must share with the course instructors and participants on the Moodle course site at the latest on the Monday preceding the week of their presentation.

The presentation is intended to help students engage *with academic texts and research findings in a critical, effective and professional manner*. The syllabus includes recommendations for presentation readings. Students may also propose their own reading, but should seek approval well advance, to ensure that it fits the session's topic and learning objectives.

To prepare a good presentation (ie reading carefully the chosen article/book chapter and reading around further relevant materials, taking notes et eventually coordinating with the other presenters, preparing the presentation, rehearsing and recording), you should set aside 8 hours (one working day). Presenters should bear in mind that their peers will learn about an author/research through them. Presentations must therefore include basic and contextual information on the texts and their authors (title, publication venue and style, authors' background and discipline, etc), introduce key research questions/line of arguments, elements of research methods and design, presentation of the analytical framework/theoretical perspectives, and core findings/conclusions. It should, moreover, offer a critical reflection on the piece, related to the core topics/questions of the particular session to which the presentation belongs, and conclude with clearly identifying points for further discussion in the class. Presentations should remain short and focused, and avoid unnecessary elaborations; but they should offer examples to illustrate key points or arguments These can be either taken from the reading itself, or students' own experience or knowledge, or inspired by current affairs (the latter two being preferable as they expose student's ability to apply theory to practice, where suitable). Students are not expected to cover all aspects of the reading in a comprehensive manner; they should *select elements which are the most relevant, interesting, considering the core questions/issues of*

the session to which the presentation belong. Students are encouraged to keep some issues/details for the discussion. Students may support their presentation with slides or other support means compatible with PANOPTO video recording. They should however avoid reading their slides, and make sure these effectively support and complement the presentation. Presenters may seek technical guidance from CEU IT services (Helpdesk) on using PANOPTO for video presentation. They are encouraged to plan and prepare their presentation early, and seek further guidance/feedback from the TA or instructor.

Presenters will receive individual feedback on their presentation both orally and in writing from the course instructor and TA. The assessment will also be informed by peer-feedback received from one of the students assigned as discussant.

The presentation will be assessed based on the ability to introduce in a succinct and effective manner the selected academic publication, critically engage with their key questions, analysis and findings , and reflect on the implications of the chosen approach/perspective for our understanding of EU governance and European integration.

PRESENTATION PEER DISCUSSION AND EVALUATION *(10%)*

Each student will take it in turn to take the lead in discussing one of their colleagues' presentation. They should prepare a few comments and questions on the presentation, and be ready to present them when issues related to the presentation are addressed in the seminar discussion (the timing will vary from class to class, depending on the number and selection of presentation and the particular session's plan). The student acting as discussant should also fill in the assessment form of the presentation, including a substantial qualitative narrative section (200-300 words of constructive criticism and feedback, suggestions for improvement, further relevant reading, etc). The assessment of the peer evaluation will be based on the ability to critically engage with the presentation of an academic piece in an objective and constructive manner, and the quality and relevance of the comments and suggestions.

CONTRIBUTION TO IN-CLASS SIMULATION EXERCISE *(10%)*

It will be assessed based on the quality and relevance of the written contribution (eg memo) and/or the reflection note. The oral interventions during the simulation exercise will count towards the general participation grade.

ACADEMIC BLOGPOST *(40%)*

The final course assignment consists in writing an academic blogpost. Students are encouraged to build this blogpost around the article/chapter of their presentation, for instance by offering a broader review of relevant scholarship/research findings, and connecting it to recent news events or debates. When preparing for the post, students should decide which academic audience they wish to target (eg law, public policy, political science, global governance, EU governance, IR, etc), and write the blogpost with this audience in mind. It is expected that reading for, planning, writing and editing the blogpost will take around 14 hours, depending on prior experience and expertise, so make sure to set aside sufficient time for it.

When preparing, you are encouraged to consult the following webpages offering general advice on writing (academic) blogs.

https://www.hamilton.edu/academics/centers/writing/writing-resources/writing-academic-blogs

https://www.wordstream.com/blog/ws/2015/02/09/how-to-write-a-blog-post

https://www.uaces.org/resources/how-to-write-for-an-academic-blog

https://blogs.lse.ac.uk/writingforresearch/2014/09/11/shorter-better-faster-free/

You can also find inspiration in existing academic blogs on EU politics and law

https://blogs.lse.ac.uk/europpblog/

https://europeanlawblog.eu/

http://eulawanalysis.blogspot.com/

https://verfassungsblog.de/

https://ucleuropeblog.com/

For an interesting reflection on the state of the EU blogosphere, and its 'domination' by insiders see https://blogs.lse.ac.uk/europpblog/2012/03/13/eu-blogospher/ (20 mins read).

The blogpost will be assessed based on the quality of the analysis and arguments (50%), writing skills, in particular fluidity, concision and persuasiveness (20%), the effective use of sources to support the analysis and argument through hyperlinks (15%), the effective integration of enhancing materials (videos, images, podcasts, hyperlinks etc.) and the overall attractiveness of the lay out and design (15%).

Make sure to consult and familiarise yourself with the CEU Policy on Plagiarism, and dedicated sections of the student handbook for the relevant DPP programs. Remember that academic dishonesty may result in the assignment receiving a Fail (0) grade, or in more serious cases, failing the course or the program. For further information, please do not hesitate to consult with the course instructor and TA. When writing the blog, or any other course assignments, support your argument by reference to relevant primary and secondary sources. When writing the blogpost, where possible, link to materials available online through hyperlinks, complemented where necessary by 'traditional' citations systems common in the relevant field, where the material is not available online.

The deadline for uploading the academic blog on the Moodle e-learning platform is <mark>Sunday 19 December 2021, midnight CET (TBC).</mark>

KEY RESOURCES

REQUIRED READINGS

Required reading texts needs to be read carefully by all participants for each session in advance. Students will find required reading for this course on the course Moodle website on http://ceulearning.ceu.edu/ and can download them in PDF format. Note that due to copyright

issues, some readings are only *available online within the CEU network*. Students can access them by using the hyperlink provided in the course, when accessing from the CEU premises or using the VPN. The recommended presentation readings will not be posted or linked on the Moodle site, but can be access through the [CEU library.](#)

This course is based on various resources and is aimed at developing students' familiarity with core contributions and publication outlets in contemporary European integration, EU governance and public policy research and EU law. In assignments for the course, including the blogpost, students need to demonstrate their ability to engage with a wider range of resources and perspectives. Textbooks serve as a valuable starting point for class preparation and individual research. However, they cannot replace individual literature review and research. The recommended core textbooks for this course are the following (they are accessible in/via the Library):

RECOMMENDED FURTHER READING: TEXTBOOKS
- Cini, M./ Pérez-Solórzano Borragán, N. (2019), *European Union Politics* (6th edn.; Oxford: Oxford University Press). Hard copy available at the CEU Library.
- Hodson, D./ Peterson, J. (eds.) (2017), *The institutions of the European Union* (4th edn.; Oxford: Oxford University Press). Hard copy available at the CEU Library.
- Bache, I./ Bulmer, S./ George, S./ Parker, O. (2014), *Politics in the European Union* (4th edn.; Oxford: Oxford University Press). Hard copy available at the CEU Library.
- Hix, S./Høyland, B. (2011), *The political system of the European Union* (3rd edn.; Houndmills, Basingstoke: Palgrave Macmillan). Hard copy available at the CEU Library.
- Hayward, J./Menond, A. (2003). *Governing Europe* (Oxford : Oxford University Press).
- Craig, P. /de Burca, G. (2020). *EU Law: Texts, cases and Materials* (7th ed., Oxford: Oxford University Press).
- Wiener, A./Börzel, T. /Risse, T (eds) (2018) *European integration theory* (3rd ed., Oxford: Oxford University Press).
- Kenealy, D./ Peterson, J./ Corbett, R. (2018), *The European Union. How does it work?* (5th edn.; Oxford: Oxford University Press). [2015 edition](#) available at the CEU Library.

RECOMMENDED FURTHER READING: RESEARCH HANDBOOKS
Research handbooks are a good way to become familiar with key debates and research trends on particular subjects/areas
- P.J Cardwell and M.P Granger (eds) (2020) *Research Handbook on the Politics of EU Law* (Edward Elgar).
- Chalmers, D. /Arnull, A. (eds) (2015) *Oxford Handbook of European Union Law* (Oxford: Oxford University Press, 2015).
- Börzel, T.A. /T. Risse (eds) (2016) *Oxford Handbook on Comparative Regionalism* (Oxford: Oxford University Press). Hard copy available at the CEU Library.

- Jones, E./Menon, A./Weatherill, S. (eds) (2012) *Oxford Handbook of the European Union* (Oxford: Oxford University Press). Hard copy available at the CEU library.
- Hansell, C. and Torfing, G.(eds) (2016). *Handbook on theories of governance* (Edward Elgar Publishing).
- Jørgensen, K. E., Pollack, M., & Rosamond, B. (eds.). (2006). *The SAGE Handbook of European Union Politics* (SAGE).
- Kilpatrick, C., & Scott, J. (Eds.). (2021). *New Legal Approaches to Studying the Court of Justice: Revisiting Law in Context* (Oxford University Press, USA).

RECOMMENDED FURTHER READING: ACADEMIC JOURNALS

Listed below are some of the main academic journals with a particular focus on EU politics, policy and law. Moreover, excellent articles on EU affairs are also published in general high-ranking journals within the (sub) disciplines of political sciences, international relations, governance, public administration, law, etc.

- Journal of European Public Policy
- Journal of Common Market Studies
- Journal of European Integration
- European Union Politics
- Comparative European Politics
- European Political Science Review
- European Law Review
- European Law Journal
- Common Market Law Review
- German Law Journal
- Governance
- International Organizations

RECOMMENDED FURTHER READING: BLOGS

Academic blogs on EU politics

- https://blogs.lse.ac.uk/europpblog/
- https://ideasoneurope.eu/

EU law blogs

- https://europeanlawblog.eu/
- http://eulawanalysis.blogspot.com/
- https://verfassungsblog.de/
- https://ucleuropeblog.com/

EU policy blogs

- https://blogactiv.eu/

RECOMMENDED FURTHER READING: ONLINE NEWS ON EU AFFAIRS

- https://www.politico.eu/

- https://eulawlive.com/
- https://euobserver.com/
- https://www.euractiv.com/

PODCASTS SERIES
- https://jmce.unc.edu/podcast/
- https://www.politico.eu/podcast/
- https://www.lse.ac.uk/european-institute/Podcasts
- https://www.delorscentre.eu/en/about/podcast-eu-to-go
- https://euidea.eu/podcast/

SESSIONS

Preliminary activity [2 h] – to be completed before the start of the Fall term

- Read the syllabus, and use the forums to ask for clarifications [40 mins]
- Add relevant information about yourself to your Moodle/course profile. [10 mins]
- Familiarize yourself with the course Netiquette. [15 mins]
- Familiarize yourself with using PANOPTO and PERUSALL. [30 mins]
- Prepare a short [1-2] minutes personal video presentation [25 mins] [optional, but nice to do, so that we get to know each other better and more informally than in a classroom setting)
- *Upload a short video of yourself* (1-2 mins), using PANOPTO, introducing who you are (name, citizenships, countries in which you lived, some information on your educational background and relevant prior professional experience, why you take this course and what you expect from it, and finally, something funny, special, interesting, intriguing (etc) about yourself - it can be a short story, but also be a picture, a song, a poem, an art work, etc. that you would like to share with this class. Don't try to impress. Be yourself. It is just to get to know each other better across space and time, in a context made difficult by COVID and related social distancing.

Module 1: Telling the story of European integration: back to the future [time]
Preparation (asynchronous, at home) [1h50 hours]- to be completed before the first in-person/online seminar
- ➤ READ the Schuman declaration (9 May 1950), and using Perusall, highlight and annotate the text with comments and questions. What does it tell us about the vision of the future of Europe of the elites of the time? Anything that you find particularly interesting, surprising, concerning? [30 mins]
- ➤ For background knowledge, READ the 'history chapter' of a classic EU law or politics textbooks, for instance P.Craig and G. De Burca (2020). *EU Law: Texts, cases and Materials* (7th ed., Oxford: Oxford University Press), chapter 1, The Development of European integration, or Phinnemore, D. (2019), 'The European Union: Establishment

and Development', in: Michelle Cini and Nieves Perez-Solorzano Borragan European Union Politics (6th edn.; Oxford: Oxford University Press), chapter 2 [45 mins]

- READ Gilbert, M. (2008), 'Narrating the process: questioning the progressive story of European integration', *Journal of Common Market Studies*, 46 (3), 641-662. [45 mins]
- Check the website of the Conference on the Future of Europe: https://futureu.europa.eu/pages/getinvolved
- READ Blogpost, A von Bogdandy, 14 May 2021, 'Our European society and its conference on the future of Europe' https://verfassungsblog.de/our-european-society-and-its-conference-on-the-future-of-europe/

Interactive seminar 1 [1h40mins]

- Brief course introduction and Q&A [15 mins]
- European integration: key events/persons (interactive blackboard) [20 mins]
- The Schuman declaration and the vision of Europe: critical reflections and remarks, based on Perusall comments [15 mins]
- Class discussion on 'European histories': based on a confrontation of the reading of the selected textbook extracts. Questions for the discussion: What do each of these texts identify as key empirical developments? What questions and issues do they focus on? Which actors occupy a more prominent position? What do they identify as main dynamics? To which processes do they pay particular attention? What is the nature of the analysis? Which theoretical perspectives from to the fore? Do they share a similar understanding of the nature and purpose of theorizing? [15 mins]
- 'The progress myth': based on Gilbert's article, and your own exposure to EU studies Questions: To what extent is the EU indeed a work 'in progress'? Is it a shared vision? Is it challenged, and if so, how and with which consequences? Be ready to illustrate your position with examples, in particular relating to recent/current events [15 mins]
  - Democracy and European integration debate: what do you make of the Conference on the Future of Europe? Do you think it can help bridge the well known EU democratic deficit? Do you think it can help the EU develop better policies? [15 mins]

Module 2. Theorising the EU, across disciplines and over time: from European integration to EU governance to EU constitutionalism? [time]

Preparation (asynchronous, at home) [2h30]

- READ Diez, T. and Wiener, A (2018) 'Introducing the Mosaic of Integration Theory' in Wiener, A., Börzel, T. and Risse, T (2018) *European integration theory* (3rd ed., Oxford: Oxford University Press) [60 mins]
- WATCH the short video by L. Hoogue on 'Re-engaging grand theories' (Robert Schuman Center for Advanced Studies, 2018) [2 mins]
- Optional further reading Hooghe, L. & Marks, G. (2019) 'Grand theories of European integration in the twenty-first century', *Journal of European Public Policy*, 26:8, 1113-1133 [55 mins]
- WATCH presentations (30 mins approx.)

Interactive seminar [max 1h40mins]

➢ Questions on the presentations and discussion: [30 mins]
➢ Questions for discussion [30 mins]

How do disciplines engage with each other when seeking to understand European integration and governance? How have European integration theories evolves? What drives changes in theorizing about the European Union? What challenges/opportunities does the COVID 19 crisis poses for theorizing European integration and governance? Which recent developments pose new puzzles for scholars or European integration/governance theories, and why?

➢ Exercise 2: Using theories to explain institutional and policy/legal outcomes [20 mins]

Further resources

Presentation readings recommendations

1. Kreuder-Sonnen, C. (2017) 'Beyond Integration Theory: The (Anti-)Constitutional Dimension of European Crisis Governance', JCMS: *Journal of Common Market Studies* (54:6).
2. Cardwell, P.J. (2020)' Governance as the meeting place of EU law and politics' in Cardwell, PJ and Granger, MP (eds) *The Politics of European Union Law* (Edward Elgar)
3. Bevir, M., & Phillips, R. (2017). 'Genealogies of European governance'. *Comparative European Politics* 15, 685–704

Module 3. The European Commission: between political leadership and guarding the treaties [time]

Preparation (asynchronous, at home) [2h30]

➢ WATCH the short official European Commission's video 'the European Commission explained: functioning and tasks' (2013), and reflect on the way it projects the Commission's role and functions [10 mins].
➢ WATCH pre-recorded lecture & make notes of questions you have [20 mins]
➢ CONSULT European Commission (2019), 'A Europe that strives for more :political guidelines for the next European Commission'2019-2024' using Perusall, annotate the document, looking for indications of the Commission's perception of its own role in European integration and governance, and its vision for the future of Europe [40 mins]
➢ READ blogpost, E. Mérand, 'How Jean Claude Juncker and Pierre Moscovici laid the ground work for the EUs post Covid fiscal policy', https://blogs.lse.ac.uk/europpblog/2021/05/12/how-jean-claude-juncker-and-pierre-moscovici-laid-the-groundwork-for-the-eus-post-covid-fiscal-policy//. [10 mins]
➢ READ blogpost P. van Gruisen and C/ Crombez, 27 May 2021, https://blogs.lse.ac.uk/europpblog/2021/05/27/how-the-commission-uses-the-council-presidency-to-maintain-its-influence-over-eu-policymaking/ [10 mins]
➢ CONSULT resources on academic blogging in the syllabus introduction under
➢ Recommended further reading: blogs [30 mins]
➢ WATCH the pre-recorded students' presentations [30 mins, approx.]

Interactive seminar (max 1h40)

Questions for discussion

- ➢ Quick reaction discussion: Which role(s) of the European Commission is/are particularly highlighted in the short video on the Commission [5 mins]
- ➢ Policy document analysis and discussion: Based on the EC political guidelines (2019-2024), what are the main Commission's priorities for the current mandate? What does this document tell us about the role(s) that the 2019-2024 '*von der Leyen* Commission' intends to play in European integration and governance? Do you notice an evolution or change, in comparison with the previous Commission (eg Delors, Junker, Barroso, etc.)? [15 mins]
- ➢ Current events and European integration dynamics: changes in EU governance and European integration, the role of the Commission's leadership [15 mins]
- ➢ Academic blogging: 'do's and don't', discussion based on a close reading of the selected academic blog [20 mins]
- ➢ Further questions on the presentations and discussion [20 mins]

Further resources

Presentation readings recommendations

1. Drake, Helen. "Political leadership and European integration: the case of Jacques Delors." *West European Politics* 18.1 (1995): 140-160.
2. Hooghe, L. (1999). Supranational activists or intergovernmental agents? Explaining the orientations of senior Commission officials toward European integration. *Comparative Political Studies*, *32*(4), 435-463.
3. Kreppel, A., & Oztas, B. (2017). 'Leading the band or just playing the tune? Reassessing the agenda-setting powers of the European Commission'. *Comparative Political Studies*, *50*(8), 1118-1150.
4. Closa, C. (2019). The politics of guarding the Treaties: Commission scrutiny of rule of law compliance. *Journal of European Public Policy*, *26*(5), 696-716.

Module 4.The Councils: over time and through crises [time]

Preparation (asynchronous, at home) [2h]

- ➢ READ J. Lewis, 'The European Council and the Council of the European Union', chapter 11 in Cini, M./ Pérez-Solórzano Borragán, N. (eds) (2019), *European Union Politics* (6th edn.; Oxford: Oxford University Press) [40 mins]
- ➢ READ blogpost, D. Litter, 'Understanding the role of the European Council summits in reaching the good Friday agreement', 26 March 2021 https://blogs.lse.ac.uk/europpblog/2021/03/26/understanding-the-role-of-european-council-summits-in-reaching-the-good-friday-agreement/ [10 mins]
- ➢ READ blogpost D. Pircher. 'How does differentiated politicization affects voting behaviour in the Council of the European Union' (10 May 2021) https://blogs.lse.ac.uk/europpblog/2021/05/10/how-differentiated-politicisation-affects-voting-behaviour-in-the-council-of-the-european-union/ [10 mins]
- ➢ WATCH press release of the latest European council meeting; be ready to react in class, relating it to elaboration on the evolving role and influence of the European Council in EU governance [10 mins approx.]

- ➢ VISIT the official website https://video.consilium.europa.eu/en/webcasts and WATCH a few minutes of any ongoing Council (of Ministers) meeting [10 mins]
- ➢ WATCH the students' presentation(s) on the Councils and prepare a question/comment for each [40 mins approx]

Interactive seminar [max 1h40 mins]
- ➢ Discussions topics:
  - o Which aspects of the European Council's role and influence are reinforced in times of crisis? [30 mins]
  - o When watching Council's meetings, what do you find particularly interesting about decision-making in the Council [10 mins]
  - o Relevance and limits of comparative politics? Can you compare the Councils to domestic political institutions you are familiar with? To which political systems does the comparison lend itself to? [10 mins]
- ➢ Further questions on the presentations and discussion [30 mins approx]

Further resources

Presentation readings
1. Börzel, T. A., & Hosli, M. O. (2003). Brussels between Bern and Berlin: comparative federalism meets the European Union. *Governance*, *16*(2), 179-202.
2. Fabbrini, S., & Puetter, U. (2016). 'Integration without supranationalisation: studying the lead roles of the European Council and the Council in post-Lisbon EU politics'. *Journal of European Integration*, *38*(5), 481-495.
3. Novak, S. & M. Hillebrandt (2020) Analysing the trade-off between transparency and efficiency in the Council of the European Union, Journal of European Public Policy, 27:1, 141-159 Van Ooik, R. (2008).

Module 5. European Parliament: democracy, accountability and supranational law-making [time]

Preparation (asynchronous, at home) [2h15]
- ➢ WATCH short official video 'European Parliament in a nutshell' (2016) [5 mins]
- ➢ WATCH short official video European Parliament 'What does an MEP do?' (2017) [10 mins]
- ➢ CONSULT the official websites EP's powers and procedures and organization [30 mins]
- ➢ WATCH pre-recorded lecture [20 mins]
- ➢ Check the results of the 2019 European Parliament's elections: https://www.europarl.europa.eu/election-results-2019/en [30 mins]
- ➢ WATCH a few minutes of a recent EP meetings/sessions on https://www.europarl.europa.eu/plenary/en/debates-video.html [10 mins]
- ➢ WATCH the students' presentations on the EP and prepare a question/comment for each 30 mins approx mins]

Interactive seminar [max 1h40mins]
- ➢ Reflection on the official videos and websites. In which context and for which purpose where these two videos produced? What are they trying to achieve? Did they succeed?

Based on these, and the official websites, what do you identify as the main roles and functions of the European Parliament? [20 mins]

- Based on the lecture and your observations of EP election results, are there particular features or dynamics that seem to influence EP elections and composition? What are the implications for 'representative democracy' in the EU? What kind of policy implications can it have? [40 mins]
- Further questions on the presentations and discussion [20 mins]

Further resources

Presentation reading recommendations

- Rittberger, B. (2012). 'Institutionalizing representative democracy in the European Union: The case of the European Parliament'. *JCMS: Journal of Common Market Studies*, *50*, 18-37.
- Chiru, M. (2020). Loyal soldiers or seasoned leaders? The selection of committee chairs in the European Parliament. *Journal of European Public Policy*, *27*(4), 612-629
- Raunio, T., & Wagner, W. (2020). Party politics or (Supra-) National interest? External relations votes in the European parliament. *Foreign Policy Analysis*, *16*(4), 547-564.
- Maricut-Akbik, A. (2020). Contesting the European central bank in banking supervision: Accountability in practice at the European Parliament. *JCMS: Journal of Common Market Studies*, *58*(5), 1199-1214.

Module 6. The Court of Justice of the European Union: engine of European integration or under influence? <mark>[time]</mark>

Preparation (asynchronous, at home) [2h30]

- WATCH pre-recorded lecture [15 mins]
- CONSULT the CJEU dedicated website ([CURIA](#)) [15 mins]

Quickly check the members of the two main EU courts (both judges and advocate generals). Pick one, check their biography, and based on this, be ready to take part in discussion about the nature and impact of the Court's composition.

- WATCH the short CJEU official video '[What has the CJEU done for me'](#) [2017] [5 mins]
- READ In Arnull, T. The Many Ages of the CJEU' in *New Legal Approaches to Studying the Court of Justice* (pp. 45-61). Oxford University Press. [60 mins]
- READ blogpost, O. Larsson, 'Can Member States override the Court of Justice of the EU', https://blogs.lse.ac.uk/europpblog/2020/10/09/can-member-states-override-the-court-of-justice-of-the-eu/ [10 mins]
- Read blogpost, A. Grimmel ,'The European Court of Justice's growing role in the domain of fundamental rights is not a sign of judicial activism but political insufficiencies', 16 Aug 2013, https://blogs.lse.ac.uk/europpblog/2013/08/16/the-european-court-of-justices-growing-role-in-the-domain-of-fundamental-rights-is-not-a-sign-of-judicial-activism-but-political-insufficiencies/ [15 mins]
- WATCH the students' presentation(s) and prepare a question for each [30 mins approx]

Interactive seminar [max 1h40mins]

- Q&A on the course so far [10 mins]

- When was the short CJEU video produced? In which context and for which purpose? Why were these three case studies selected? [10 mins]
- Discussion 'The CJEU and European integration': What has been the ECJ/CJEU main impact on European integration? Which factors contributed to the Court's influence? How can we study them? [25 mins]
- Discussion 'European integration theories and the CJEU': How does the CJEU feature in European integration theories and EU governance approaches? [25 mins]
- Further questions on the presentations and discussion [20 mins]

Further resources

Presentation reading

1. Weiler, J. (1994). 'A Quiet Revolution: The European Court of Justice and its Interlocutors. *Comparative Political Studies*, 26(4), 510-534
2. Carruba, C. J., Gabel, M., & Hankla, C. (2012). 'Understanding the role of the European Court of Justice in European integration'. *American Political Science Review*, 214-223.
3. Saurruger, S. and Terpan, F. (2020)': 'The Politics of the Court of Justice of the European Union' in Cardwell, PJ and Granger, MP (eds) *The Politics of European Union Law* (Edward Elgar).
4. Larsson, O., Naurin, D., Derlén, M., & Lindholm, J. (2017). 'Speaking law to power: the strategic use of precedent of the Court of Justice of the European Union'. *Comparative Political Studies*, *50*(7), 879-907.
5. Blauberger, M. & Sindbjerg Martinsen, D. (2020) 'The Court of Justice in times of politicisation: "law as a mask and shield" revisited', *Journal of European Public Policy,* 27:3, 382-399
6. Ovádek, M. (2021). Supranationalism, constrained? Locating the Court of Justice on the EU integration dimension. *European Union Politics*, *22*(1), 46-69.

Module 7. The constitutionalization of the EU: treaty change and 'in-between' [time]

Preparation (asynchronous, at home) [2h]

- CONSULT the European Parliament's infographics (2019), How EU Treaties are changed? [10 mins]
- READ policy brief: P. o'Broin, 'How to Change the EU Treaties: An Overview of Revision Procedures under the Lisbon Treaty', in *Politics and Institutions*, CEPS Policy Briefs (27 October 2010) [30 mins]
- READ Blogpost. D. Reichert-Facilides. 'Reinventing the European Union through Article 50', 20 October 2020, https://verfassungsblog.de/reinventing-the-european-union-through-article-50/ [15 mins]
- READ Reh, C. (2009). The Lisbon Treaty: De-Constitutionalizing the European Union?. *JCMS: Journal of Common Market Studies*, 47(3), 625-650 [45 mins].

When reading through text, reflect on the concepts of 'constitution' and 'constitutionalization', and possible differences between the way legal and political science scholars approach it.

- WATCH the students' presentations [30 mins approx]

Interactive seminar [max 1h40]

➢ Discussion on the EU and treaty reform: Is the EU treaty amendment process too cumbersome? Does that encourage other mode of 'constitutional reform' or change? What are the implications for European integration, and the main driving forces or actors of European integration? [30 mins]
➢ Discussion on constitutionalization through disciplinary lenses: When did – respectively - legal and political science scholars start talking about the constitutionalization of the EU? Do lawyers understand the concept of constitution and the process of constitutionalization in the same way as political science scholars? Can you identify differences or nuances? Is there really a trend towards deconstitutionalizing the EU? If so, what are the possible implications? If not, why is it so? [30 mins]
➢ Further questions on the presentations and discussion [20 mins]

Further resources

Presentation readings (suggestions)

1. Hodson, D., & Maher, I. (2018). The Transformation of EU Treaty Making. In *The Transformation of EU Treaty Making: The Rise of Parliaments, Referendums and Courts since 1950* (Cambridge Studies in European Law and Policy, pp. 1-33). Cambridge: Cambridge University Press. doi:10.1017/9781316282557.002
2. Stein, E. (1981). 'Lawyers, Judges, and the Making of a Transnational Constitution'. *American Journal of International Law, 75*(1), 1-27.
3. Thomas Christiansen, Gerda Falkner & Knud Erik Jørgensen (2002) 'Theorizing EU treaty reform: beyond diplomacy and bargaining', *Journal of European Public Policy,* 9:1, 12-32.
4. Laffan, B. (2021). Referendums on EU treaty reform: revisiting the result in second referendums. *The Palgrave Handbook of European Referendums*, 563-581.

Module 8. The EU legislative process: from formal co-decision to informal trialogues [4h30]

Preparation: asynchronous, at home [2h40 mins]

➢ CONSULT the general EP description on 'how EU decisions are made' [15 mins]
➢ CONSULT this infographic of the EU ordinary legislative procedure [15 mins]
➢ READ the comic edited by DG Information of the European Parliament: 'Troubled Waters' by D. David, C. Quadra and R. Miel (2007), download here in various European languages [45 mins]
➢ READ de Jesús Butler, I. (2008). 'Non-governmental Organisation Participation in the EU Law-making Process: The Example of Social Non-governmental Organisations at the Commission, Parliament and Council'. *European Law Journal*, *14*(5), 558-582 [45 mins]
➢ WATCH the students' presentation [40 mins]

Interactive seminar [max. 1h40 mins]

➢ Questions on the presentations and discussion [30 mins]
➢ Questions for seminar discussions [70 mins]

To what extend does the actual legislative process resemble its formal description based on EU legal and policy provisions? What informal norms and practices come across in the last two documents? Which institutional actors come across as particularly influential in the legislative process? What features of the EU legislative process give rise to dynamics which may be

significantly different from national legislative processes? (explain and illustrate). What role and influence do NGOs and lobbies have on the legislative process in the EU?

Further resources

Presentation readings

1. König, T., & Pöter, M. (2001). Examining the EU legislative process: the relative importance of agenda and veto power. *European Union Politics*, *2*(3), 329-351.
2. Novak, S., Rozenberg, O., & Bendjaballah, S. (2021). Enduring consensus: why the EU legislative process stays the same. *Journal of European Integration*, *43*(4), 475-493.
3. Webb, M., & Kreppel, A. (2021). The European Parliament's role as an informal EU agenda setter: The influence of own initiative reports. *Public Administration*, *99*(2), 304-320.
4. Reh, C. (2014). Is informal politics undemocratic? Trilogues, early agreements and the selection model of representation. *Journal of European Public Policy*, *21*(6), 822-841.
5. Rebasti, E. (2021). Return to De Capitani: The EU legislative process between transparency and effectiveness. *Politics and Governance*, *9*(1), 296-299.
6. Rosén, G., & Stie, A. E. (2020). Balancing seclusion and inclusion: EU trilogues and democratic accountability. *Journal of European Public Policy*, 1-22.

Module 9. EU judicial process [3h30]

Preparation (asynchronous, at home) [1h50]

➢ WATCH the lecture by Advocate General G Sharpston 'Litigating before the CJEU': https://www.youtube.com/watch?v=c2pcMjt4OJ8 [35 mins]
➢ WATCH pre-recorded lecture [30 mins]
➢ READ Dyevre, A. (2010). 'Unifying the field of comparative judicial politics: towards a general theory of judicial behaviour'. *European Political Science Review: EPSR*, *2*(2), 297 [45 mins]

Interactive seminar [max 1h40 mins]

➢ Questions on the presentations and discussion [30 mins]
➢ Seminar discussion:
  • Are there specific features of the EU judicial process that have a particular impact on its decision-making, and distinguish it from both political decision-making in the EU and the national judicial processes?
  • How can the research and findings of legal and political sciences be integrated to offer more comprehensive and/accurate explanation of judicial decision-making in the EU?

Further resources

Presentation readings

1. Vauchez, A. From Close-Ups to Long Shot: In Search of the 'Political Role' of the Court of Justice of the European Union. In *New Legal Approaches to Studying the Court of Justice* (pp. 45-61). Oxford University Press.
2. Conway, G. (2017) 'Legal reasoning in the Court in the Context of the Treaty of Lisbon in Guinchard, E. and Granger, MP *The New EU Judiciary*: *An Analysis of Current Judicial Reforms* (Kluwer Law International) pp. 355-370.

3. Horsley, T. (2013), 'Reflections on the Role of the Court of Justice as the "Motor" of European Integration: Legal Limits to Judicial Policymaking' *Common Market Law Review* 50, 931.
4. Cheruvu, S. (2019). How do institutional constraints affect judicial decision-making? The European Court of Justice's French language mandate. *European Union Politics*, *20*(4), 562-583.
5. Hermansen, S. S. L. (2020). Building legitimacy: strategic case allocations in the Court of Justice of the European Union. *Journal of European Public Policy*, *27*(8), 1215-1235.
6. Adam, C., Bauer, M. W., & Hartlapp, M. (2015). It's Not Always about Winning: Domestic Politics and Legal Success in EU Annulment Litigation. *JCMS: Journal of Common Market Studies*, *53*(2), 185-200.

Module 10. The EU regulatory regime and the role of agencies and other de novo bodies [4h]

Preparation (asynchronous, at home) [2h20]

➢ CONSULT the official [EU agencies website](#), and check the different types of agencies. [20 mins]
➢ WATCH the short official [video](#) on the EU Agencies network. [5 mins]
➢ CONSULT the official brochure '[EU agencies working for you'](#) (30p) [30 mins]
➢ CHECK the infographics by [reddit](#) and [consilium](#) on EU Agencies (re)location, after Brexit [10 mins]
➢ READ Egeberg, M., & Trondal, J. (2017). Researching European Union agencies: What have we learnt (and where do we go from here)?. *JCMS: Journal of Common Market Studies*, *55*(4), 675-690.
➢ ANNOTATE this text, using Perusall, being in mind the broader questions for discussions (see below)
➢ CHOOSE one EU agency (notify others through the dedicated Moodle wiki, so that each student chose a different one), and identify key features (date of creation, location, staff numbers, policy responsibilities, structure and composition, decision-making powers, etc). Be ready to talk about it during the interactive seminar [25 mins]
➢ Through a QUICK NEWS SEARCH, check whether there was any EU agency intervention in managing the COVID 19 crisis. If so, which ones, and which influence did it have on policy interventions? [20 mins]
➢ https://europeanlawblog.eu/2021/06/17/brexit-and-the-free-movement-of-goods-a-bitter-goodbye-to-cassis/

Interactive seminar [max 1h40mins]

➢ Questions and discussion on students' presentation [30 mins]
➢ Questions for discussions [70 mins]

Why do we see a proliferation of EU agencies?

Which facet of EU governance do agencies and agencies networks highlight?

What roles do EU agencies play in fostering/undermining EU legitimacy and trust?

How are EU agencies assessed by European integration and EU governance scholars? Does the rise of EU agencies call for new perspectives?

To what extent can (comparative) public administration help us explain the functioning and impact of EU agencies?

Further resources

Presentation readings (suggestions)

- Shapiro, M. (1997). The problems of independent agencies in the United States and the European Union. *Journal of European Public Policy*, *4*(2), 276-277.
- Pollack, M. A. (2003). Control mechanism or deliberative democracy? Two images of comitology. *Comparative Political Studies*, *36*(1-2), 125-155.
- Majone, G. (2003). The politics of regulation and European regulatory institutions. *Governing Europe*, 297-312.
- Levi-Faur, D. (2011). 'Regulatory networks and regulatory agencification: towards a Single European Regulatory Space'. *Journal of European Public Policy*, *18*(6), 810-829 [45 mins]
- Scipioni, M. (2018). 'De Novo Bodies and EU Integration: What is the Story behind EU Agencies' Expansion?'. *JCMS: Journal of Common Market Studies*, *56*(4), 768-784.
- Arras, S., & Braun, C. (2018). Stakeholders wanted! Why and how European Union agencies involve non-state stakeholders. *Journal of European Public Policy*, *25*(9), 1257-1275.
- Everson, M., & Vos, E. (2021). European Union Agencies. In *The Palgrave Handbook of EU Crises* (pp. 315-337). Palgrave Macmillan, Cham.

Module 11 & 12 (double session). Simulation [7h20] [Alternatively : 1 simulation session, + a wrapping up session on European (dis)integration.

Preparation (asynchronous, at home) – TBA [2x120mins = 4 hours]

Interactive seminar [similation of negotiations + reaching a deal 2x100 mins max.]

Resources and materials to follow.