

# EUROPEAN INTEGRATION AND EUROPEAN UNION GOVERNANCE: AN INTRODUCTION

## INSTRUCTORS

Course instructor: **Marie-Pierre Granger** (PhD, Exeter), Associate Professor, Department of Public Policy, Department of Legal Studies (CEU PU)

Teaching Assistant: **Anton Berezutskii, Doctoral School (CEU PU)**

## BASIC INFORMATION

Code: DOPP5110

Level: Master

Campus: Vienna, Quellenstrasse 51

Credits: 2 CEU (US) - 4 ECTS

Schedule: Fall term, Thursday 1.30-3.10 PM (CET)

Mode: in person

Room TBA

Status: *European integration and European Union governance: An Introduction* is a **mandatory elective course** for **Mundus MAPP (both Global Public Policy and European Public Policy tracks)** and **MAIPA students (Governance specialization)**. There is no prerequisite for this course, but participants must be able and willing to engage with interdisciplinary perspectives and materials.

Format: in person (with some asynchronous online activities)

Moodle platform: xxx

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

Consultation by appointment with Course Instructor at [grangerm@ceu.edu](mailto:grangerm@ceu.edu). Office hours: Thurs 3:00-5:00, Tues 11.00-12.00; or by appointment (in person or on Teams).

Consultation with Teaching Assistant [berezutskii\\_anton@phd.ceu.edu](mailto:berezutskii_anton@phd.ceu.edu). Office hours : by appointment via e-mail.

## GENERAL COURSE DESCRIPTION

This is an introductory level course which seeks to familiarize students with the European Union institutional framework, its main formal decision-making processes and the broader dynamics of European integration and EU governance, as they vary over time and across policy contexts. It adopts an interdisciplinary perspective, which brings together and confronts approaches from

political sciences, public administration and public policy, law, sociology and history. The course provides basic knowledge about the history of European integration, 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 decision-making processes (with a focus on treaty reform, legislation, rulemaking and caselaw). It supports students in the development of analytical abilities and effective communication skills, encouraging them to critically engage with academic and policy materials to acquire and offer a better understanding of EU institutional processes. Throughout, the course engages with selected analytical and theoretical approaches to European integration and EU governance, including comparative regionalism aspects, and reflects on current and future challenges. The course caters for students coming from different academic and professional backgrounds, and parts of the world. It should be of particular interest to 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. It is also relevant to students who are interested in closer regional cooperation and integration process beyond Europe, and in the challenges of policy-making in complex multi-level governance settings. The course proposes a mix of asynchronous elements (ie reading assignments, material annotations, podcasts listening, videos watching, quizzes, etc) and synchronous interactive seminars, and a simulation exercise. Assessment is based on preparation and participation (20%); written and oral contribution to the simulation (10%); presentation (30%); and blogpost (40%).

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## GOALS

The course aims to equip participants with a basic knowledge of EU institutions, decision-making and governance processes, and to develop some familiarity with EU policies and awareness of a range of disciplinary and theoretical perspectives applied to the study of European integration and EU governance.

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 formal EU institutions, their core organizational features, main functions and role(s) in European Union governance and European integration;
- be able to describe and understand the main EU formal decision-making processes, within a multi-level governance framework;
- be alert to 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 and governance;
- know how to locate, access and understand EU policy documents, and legal instruments;
- have a better understanding of negotiations and decision-making processes in complex multi-level governance and policy-settings.

#### COGNITIVE AND TRANSFERABLE SKILLS

At the end of the course, students should:

- be able to recognize and assess 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 findings;
- 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 materials; watching videos; listening to podcasts; consulting online resources...) and carry out all required asynchronous activities and assignments (eg preparing pre-recorded video presentations; identify questions for presenters; annotating texts; drafting notes for seminar discussions/simulation exercise...), as instructed on the Moodle e-learning platform *prior* to the class. Missing more than one class without a valid and accepted excuse exposes students to sanctions such as a significant grade reduction, or even failing the course. All students taking the course for grade are required to take part in seminar discussions and contribute substantially to the simulation, make a 10 minutes pre-recorded class presentation (using PANOPTO); act as discussant for another students' presentation; and write an academic blogpost (final course assignment). Students taking the course for Audit must do all preparatory work and take part in class activities and discussions, and observe the simulation.

#### ASSIGNMENTS AND GRADE

Students must receive a passing grade at *both the presentation and the final blogpost* to pass the course. Retake are possible in line with CEU and DPP policies.

#### PREPARATION AND PARTICIPATION (20%)

It is assessed based on the timely completion of asynchronous tasks and activities, punctuality and regular attendance in classes, 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 minutes presentation** on an **assigned academic article/chapter** (using PANOPTO recording tool), which they must share with the course instructor and TA at the latest on Tuesday evening.

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

#### Instructions

Preparing a good presentation takes time. It involves reading carefully the instructions of the presentation assignments, and consult materials on how to do good presentations. Students should also make sure they read first the mandatory materials for the given class, before they engage in a careful reading of the chosen article/book chapter. One would also need to 'read around', looking for clarifications or updates. Students should take notes and develop a presentation plan, eventually coordinating with the other presenters. They should then prepare the presentation support (eg slides, etc) and notes. They should get familiar with PANOPTO recording and editing and check their equipment and connection. They should rehearse the presentation, before starting the recording. Finally, they should keep time for eventual editing. Students should set aside at least 8 hours (one working day) for it.

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 article/chapter and their authors (title, publication venue and style, authors' background and discipline, etc), introduce the main research questions/line of argument; key elements of research methods and design; the identification of the analytical framework/theoretical perspectives used, and the article/chapter's core findings/conclusions. It should, moreover, offer a critical reflection on the piece, related to the core topics/questions of the particular class in which the presentation is delivered, 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 illustrating 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 and 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. The presenters are expected to actively engage with questions and comments in class, and build up/expand on their (pre-recorded) 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 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 presentation will be assessed using a range of criteria related to both substance and delivery, with an emphasis 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, alongside effective oral communication skills in both an online/in person environment. Students must obtain a passing grade at the presentation to pass the course.

#### *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 on a particular issue of European integration and EU governance, and using it to throw light on recent news events or debates. When preparing for the post, students should decide which (academic) audience they wish to target 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.

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 Monday 19 December 2022, midnight CET. Students must receive a passing grade in the presentation to pass the course.

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## KEY RESOURCES

### *REQUIRED READINGS*

Required reading materials 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 from the CEU premises or via the VPN. The recommended presentation readings will not be posted or linked on the Moodle site, but can be accessed through the [CEU library](#).

### *CORE TEXTBOOKS*

This course is based on various resources and is aimed at developing students' familiarity with core contributions and publication outlets in the study of European integration, EU governance and public policy 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):

### *FURTHER READING: BASIC INSTITUTIONAL BOOKLET*

European Commission 'The European Union – What it is and what it does?' (Luxembourg: Publications Office of the European Union, 2021) <https://op.europa.eu/webpub/com/eu-what-it-is/en/>

*FURTHER READING: TEXTBOOKS*

- Cini, M./ Pérez-Solórzano Borragán, N. (2022), [\*European Union Politics\*](#) (7<sup>th</sup> edn.; Oxford: Oxford University Press).
- Hodson, D./ Peterson, J. (eds.) (2021), [\*The institutions of the European Union\*](#) (5<sup>th</sup> edn.; Oxford: Oxford University Press).
- Bache, I./ Bulmer, S./ George, S./ Parker, O./Burns, C. (2020), [\*Politics in the European Union\*](#) (5<sup>th</sup> edn.; Oxford: Oxford University Press). Hard copy available at the CEU Library.
- Hix, S./Høyland, B. (2022), [\*The political system of the European Union\*](#) (4<sup>th</sup> edn.; Bloomsbury Publishing).
- Hayward, J./Menond, A. (2003). [\*Governing Europe\*](#) (Oxford : Oxford University Press).
- Craig, P. /de Burca, G. (2020). [\*EU Law: Texts, cases and Materials\*](#) (7<sup>th</sup> ed., Oxford: Oxford University Press).
- Wiener, A./Börzel, T. /Risse, T (eds) (2018) [\*European integration theory\*](#) (3<sup>rd</sup> ed., Oxford: Oxford University Press).
- Kenealy, D./ Hatfield, A./Corbett, R. /Peterson, J. (2022), *The European Union. How does it work?* (6<sup>th</sup> edn.; Oxford: Oxford University Press).

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*FURTHER READING: RESEARCH HANDBOOKS*

Research handbooks are a good way to become familiar with key debates and research trends on particular subjects/areas

- 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.
- Jørgensen, K. E., Pollack, M., & Rosamond, B. (eds.). (2006). [\*The SAGE Handbook of European Union Politics\*](#) (SAGE).
- Hoerber, T./Weber, G./ Cabras, I. (Eds.). (2022). [\*The Routledge Handbook of European Integrations\*](#). (Routledge)
- 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).
- Jørgensen, K. E./Laatikainen, K. V. (2013). [\*Routledge handbook on the European Union and international institutions: Performance, Policy, Power\*](#) (London and New York: Routledge)
- Riddervold, M./Trondal, J./ Newsome, A. (Eds.). (2021). [\*The Palgrave Handbook of EU crises\*](#) (Houndmills: Palgrave Macmillan)
- Leruth, B./ Gänzle, S./ Trondal, J. (2022). [\*The Routledge Handbook of Differentiation in the European Union\*](#) (Routledge)

- Kilpatrick, C., & Scott, J. (Eds.). (2021). [\*New Legal Approaches to Studying the Court of Justice: Revisiting Law in Context\*](#) (Oxford University Press, USA).
- Heintel, H./ Münch, S. (eds) (2018) [\*Handbook of European Policies: Interpretive Approaches to the EU\*](#) (Edward Elgar Publishing).
- Levi-Faur, D. (Ed.). (2012). [\*The Oxford handbook of governance\*](#) (Oxford University Press) (Part XIII)
- Hansell, C. and Torfing, G.(eds) (2016). [\*Handbook on theories of governance\*](#) (Edward Elgar Publishing).
- Börzel, T.A. /T. Risse (eds) (2016) [\*Oxford Handbook on Comparative Regionalism\*](#) (Oxford: Oxford University Press).

#### *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](#)

#### *FURTHER READING: BLOGS*

Academic blogs on EU politics

- <https://blogs.lse.ac.uk/europpblog/>
- <https://ideasoneuropa.eu/>
- <https://www.eu3d.uio.no/blog/>

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/>

FICTION

Series 'Parlement' (Season 1 and 2): [Amazon Prim Video]:

<https://www.amazon.com/Parlement-Season-1/dp/B08YXT3D22>

SESSIONS

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**Course preparation– to be completed before the first week of term [2h]**

- Read carefully through the course syllabus, and use the forum on Moodle to ask for clarifications [40 mins]
- Add relevant information about yourself to your Moodle/course profile. [10 mins]
- Familiarize yourself with using PANOPTO and PERUSALL. [30 mins]
- Prepare a short [1-2] minutes personal video presentation using PANOPTO, introducing yourselves (name, some information on where you come from, grew up, lived, worked; what you studied and in which field you have worked; why you are taking 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 and to get familiar with the PANOPTO recording device (you may also use a couple of slides for visual support and practice) [40 mins]
- Academic training matters! Read the blog post T Foster, M Heinzl (2022) 'Academically trained leaders made a difference during the early stages of the pandemic'.  
<https://blogs.lse.ac.uk/europpblog/2022/02/23/academically-trained-leaders-made-a-difference-during-the-early-stages-of-the-pandemic/> [10 mins]

**1: Telling the story of European integration: back to the future [Thursday 22 Sept, 1.30-3.10 CET]**

Preparation (asynchronous, at home) [2 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? [20 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* (7<sup>th</sup> 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, or Desmond Dinan, ‘How did we get there?’ in Kenealy, D./ Hatfield, A./Corbett, R. /Peterson, J. (2022), *The European Union. How does it work?* (6<sup>th</sup> edn.; Oxford: Oxford University Press). [45 mins]
- READ Gilbert, M. (2008) [‘Narrating the process: questioning the progressive story of European integration’](#). *JCMS* ‘46 (3), 641-662. [45 mins]
- Watch the video on the Conference on the Future of Europe at a glance, here: <https://futureu.europa.eu/?locale=en> [2 mins]
- READ Blogpost, ‘The conference on the Future of Europe: vehicle for reform or forum for reflection’ (2021): <https://www.eu3d.uio.no/blog/2021/cofoe-vehicle-for-reform-vs-forum-for-reflection.html> [8 mins]

Interactive seminar 1 [1h40mins]

- Brief course introduction and Q&A [15 mins]
- European integration: key events/persons (interactive blackboard exercise) [20 mins]
- The Schuman declaration and visions of Europe: critical reflections and remarks, based on Perusall comments [15 mins]
- Class discussions
  - ‘European histories’: based on a confrontation of the reading of the selected textbook extracts, what are considered key empirical developments? What issues and processes are emphasized? Which actors occupy a more prominent position? What do they identify as main dynamics? What type of analysis do they offer? Which theoretical perspectives come 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, to what extent is the EU indeed a work ‘in progress’? Is it a shared vision? Is it challenged? Be ready to illustrate your position with examples, in particular relating to recent/current events [10 mins]
  - Democracy and European integration debate: what was the Conference on the Future of Europe? What was its aims and did it achieve them [10 mins]
- Preparation for the final simulation: how are EU histories and narrative relevant in EU law-making processes today? [10 mins]

## 2. Theorising about the EU, across disciplines and over time: from European integration to EU governance to EU constitutionalism? [Thursday 29 Sept, 1.30-3.10 CET]

*Preparation (asynchronous, at home) [2h]*

- 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* (3<sup>rd</sup> ed., Oxford: Oxford University Press) [60 mins]
- 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]

*Interactive seminar [max 1h40mins]*

- Presentations and comments: [30 mins]
- Questions for discussion [30 mins]

Based on the core readings, which disciplines seem to have contributed most visibly to understanding European integration? How have European integration theories evolved over time? What drives developments in theorizing about the European Union? What challenges/opportunities does the COVID 19 crisis/war in Ukraine pose for theorizing European integration and governance? Do recent developments pose new puzzles for scholars or European integration/governance theories, and why?

- Preparation for the simulation: how can theories make us understand better policy-making in the EU, help us anticipate outcomes, prepare strategically for negotiations [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. Moravcsik, A., & Schimmelfennig, F. (2009). Liberal intergovernmentalism. In *European integration theory*, 2, 67-87.
3. Hodson, D., & Puetter, U. (2019). 'The European Union in disequilibrium: new intergovernmentalism, postfunctionalism and integration theory in the post-Maastricht period'. *Journal of European Public Policy*, 26(8), 1153-1171
4. Niemann, A. (2021). 'Neofunctionalism'. In *The Palgrave Handbook of EU Crises* (pp. 115-133). Palgrave Macmillan, Cham.
5. Bulmer, S. J. (1998). 'New institutionalism and the governance of the Single European Market'. *Journal of European Public Policy*, 5(3), 365-386.
6. Börzel, T. A. (2020). 'Multilevel governance or multilevel government?'. *The British Journal of Politics and International Relations*, 22(4), 776-783.

## Class 3. The European Commission: between political leadership and guarding the treaties [Thurs 7 Oct, 1.30-3.10 pm]

*Preparation (asynchronous, at home) [2h30]*

- READ the official description of the EU Commission on the EU website: [https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/institutions-and-bodies-profiles/european-commission\\_en](https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/institutions-and-bodies-profiles/european-commission_en) [15 mins]
- WATCH the short official European Commission's video 'the European Commission explained: functioning and tasks' (2013); reflect on the way it projects the Commission's role and functions [10 mins].
- WATCH the highlights of the 2021 State of the Union address: <https://fb.watch/edillRPIhM/> (may be changed to the 2022 address if available [15 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 of Europe [40 mins]
- READ blogpost, E da Conceição-Heldt 'The European Commission experienced a subtle disempowerment during the Eurozone crisis' (2016) <https://blogs.lse.ac.uk/europpblog/2016/02/16/the-european-commission-experienced-a-subtle-disempowerment-during-the-eurozone-crisis/> [5 mins] OR blogpost J. Cova , 'Does the European Commission have an ideological approach to wage policies' <https://blogs.lse.ac.uk/europpblog/2022/07/04/does-the-european-commission-have-an-ideological-approach-to-wage-policies/> [10 mins]
- CONSULT resources on academic blogging in the syllabus introduction under 'Academic blogs' [30 mins]
  - <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/>



### *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 [10 mins]
- Presentations and comments [30 mins]
- Policy document analysis and discussion: Based on the 'EC political guidelines (2019-2024)', and the 'State of the Union' highlights, what are the current Commission's priorities? What do these documents tell us about the role(s) that the 2019-2024 'von der Leyen Commission' intends to play? Do you notice an evolution or change, in comparison with the previous Commission (eg Delors, Juncker, Barroso, etc.)? [20 mins]
- Preparation for the simulation [20 mins]: what have we learned about the Commission's composition, its internal workings, its powers and role, and its vision, which are likely to be particularly relevant when preparing for the negotiation?
- Academic blogging: 'do's and don't', discussion based on a close reading of the selected academic blog and resources on academic blogging [20 mins]

### Further resources

European Commission Youtube channel:

<https://www.youtube.com/channel/UCMPavijxybo1RTdzvYcU91A>

### 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.

### Class 4. The Councils: over time and through crises [Thursday 14 Oct, 1.30-3.10 CET]

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) (2022), *European Union Politics* (6<sup>th</sup> 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/euoppblog/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/euoppblog/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, elaborating on the evolving role and influence of the European Council in EU governance [10 mins approx.]
- VISIT the official Council's website <https://video.consilium.europa.eu/en/webcasts> and WATCH a few minutes of any ongoing Council (of Ministers/of the EU) meeting [10 mins]

Interactive seminar [max 1h40 mins]

- Presentations and comments [30 mins]
- Discussions topics [45 mins]
  - Which aspects of the European Council's role and influence are reinforced in times of crisis?
  - What's peculiar about discussions and decision-making dynamics in the Council
  - 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?

- Preparation for the simulation: What have we learned about the Councils, and in particular the Council of the EU, which will be crucial when coming to negotiating EU legislation? [15 mins]

*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).

**Class 5. European Parliament: democracy, accountability and supranational law-making**

**[Thursday 21 Oct, 1.30-3.10 CET]**

*Preparation (asynchronous, at home) [2h]*

- READ C.Burns, ‘The European Parliament’ (Chap 12) in Cini, M./ Pérez-Solórzano Borragán, N. (eds) (2022), [European Union Politics](#) (6<sup>th</sup> edn.; Oxford: Oxford University Press) [60 mins]
- WATCH short official video European Parliament [‘What does an MEP do?’](#) (2017) [10 mins]
- Check the results of the 2019 European Parliament’s elections: <https://www.europarl.europa.eu/election-results-2019/en> [30 mins]
- WATCH extracts from recent EP meetings/sessions on <https://www.europarl.europa.eu/plenary/en/debates-video.html> [30 mins]

*Interactive seminar [max 1h40mins]*

- Presentations and comments [30 mins]
- Discussions (one group per question set) [45 mins]
  - Based on mandatory materials and presentations, what seems to characterize the EU system of representative democracy?
  - Based on the class discussions and your observations of EP election results, are there particular features or dynamics that seem to influence EP elections and composition? Are there policy implications?
  - To what extent do the inner dynamics of the EP matter for its policy influence?
  - How much influence does the EP have over policy-making in the EU? How has it evolved over time?
- Preparation for the simulation: what lessons have we learned from today’s session which makes us better prepared for acting as MEPs in the negotiation of a piece of EU legislation? [15 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.
- Kantola, J., & Miller, C. (2021). Party politics and radical right populism in the European Parliament: Analysing political groups as democratic actors. *JCMS: Journal of Common Market Studies*, 59(4), 782-801.
- Braun, D., & Grande, E. (2021). Politicizing Europe in Elections to the European Parliament (1994–2019): The Crucial Role of Mainstream Parties. *JCMS: Journal of Common Market Studies*, 59(5), 1124-1141.
- Buzogány, A., & Četković, S. (2021). Fractionalized but ambitious? Voting on energy and climate policy in the European Parliament. *Journal of European Public Policy*, 28(7), 1038-1056.
- Berthet, V., & Kantola, J. (2021). Gender, violence, and political institutions: struggles over sexual harassment in the European Parliament. *Social Politics: International Studies in Gender, State & Society*, 28(1), 143-167.
- 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.

## **Class 6. The Court of Justice of the European Union: engine of European integration or member state's agent? [Thurs 3 Nov, 1.30-3.10 CET]**

*Preparation (asynchronous, at home) [1h450]*

- CONSULT the CJEU dedicated website ([CURIA](#)) [30 mins]  
Quickly check the members of the Court of Justice (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 relevance of the Court's composition.
- WATCH the short CJEU official video '[What has the CJEU done for me](#)' [2017] [5 mins]
- READ Vauchez (2020), 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 [45 mins]
- READ blogpost S. Sinha, 'Same sex parentage to be given legal recognition across all EU member states' (17 May 2022), <https://blogs.lse.ac.uk/humanrights/2022/05/17/same-sex-parentage-to-be-given-legal-recognition-across-all-eu-member-states-landmark-ruling-by-cjeu/> [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]

*Interactive seminar [max 1h40mins]*

- Presentations and comments [30 mins]
- Quick reflection [10 mins]



- When was the short CJEU video produced? In which context and for which purpose? Why were these three 'case studies' selected?
- Discussion
  - What factors influence the CJEU decision-making process and shape its influence in European integration and policy impact? (20 mins)
  - How can we study the role of the CJEU in integration and governance in the EU? What are the differences between different disciplinary perspectives (eg law, political sciences, sociology, IR, etc)? [20 mins]
- Preparation for the simulation: to what extent does EU political actors negotiate in the 'shadow' of the Court? [10 mins]

### Further resources

#### Presentation readings

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. 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.
5. 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.
6. 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
7. Ovádek, M. (2021). Supranationalism, constrained? Locating the Court of Justice on the EU integration dimension. *European Union Politics*, 22(1), 46-69.
8. Kochenov, D. V., & Butler, G. (2022). 'Independence of the Court of Justice of the European Union: Unchecked Member States Power after the Sharpston Affair'. *European Law Journal*.
9. Dederke, J. (2022). 'CJEU judgments in the news—capturing the public salience of decisions of the EU's highest court'. *Journal of European Public Policy*, 29(4), 609-628.
10. 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.

**Class 7. The 'constitutionalization' of the EU: in between treaty reforms [Thurs 10 Nov, 1.30-3.10 CET)**



### 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 Phinnemore, D., & Church, C. H. (2021). 'Carrying the EU Forward: The Era of Lisbon. In Cini, M./ Pérez-Solórzano Borragán, N. (eds) (2022), [European Union Politics](#) (6<sup>th</sup> edn.; Oxford: Oxford University Press) [60 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]

### Interactive seminar [max 1h40]

- Presentations and comments [40 mins]
- Discussion
  - The EU and treaty reform: Is the EU treaty amendment process too cumbersome? Does that encourage other mode of 'constitutional change'? What are the implications for European integration, and the main driving forces or actors of European integration? [25 mins]
  - Constitutionalization and the 'disciplines': 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 the EU further constitutionalization or deconstitutionalizing? [20 mins]
- Preparation for the simulation: to what extent are the Commission, EP and Council's representative constrained by the EU Treaty (constitutiona) framework when they negotiation EU legislation? [15 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.
2. Reh, C. (2009). [The Lisbon Treaty: De-Constitutionalizing the European Union?](#). *JCMS: Journal of Common Market Studies*, 47(3), 625-650 [45 mins].
3. Stein, E. (1981). '[Lawyers, Judges, and the Making of a Transnational Constitution](#)'. *American Journal of International Law*, 75(1), 1-27.
4. Moser, Carolyn and Rittberger, Berthold, The CJEU and EU (De)constitutionalization—Unpacking Jurisprudential Strategies (March 16, 2021). Max Planck Institute for Comparative Public Law & International Law (MPIL) Research Paper No. 2021-09,

Forthcoming in: International Journal of Constitutional Law, Available at SSRN:

<https://ssrn.com/abstract=3805923> or <http://dx.doi.org/10.2139/ssrn.3805923>

5. 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.
6. Laffan, B. (2021). [Referendums on EU treaty reform: revisiting the result in second referendums](#). *The Palgrave Handbook of European Referendums*, 563-581.
7. Griller, S., & Lentsch, E. (2021). Why the EU's constitutional deadlock is hampering EMU reforms, and how this could be resolved. *Journal of European Public Policy*, 28(6), 914-921.

## **Class 8. The EU legislative process: from formal co-decision to informal dialogues [Thurs 17 Nov, 1.30-3.10 CET]**

*Preparation: asynchronous, at home [2h15 mins]*

- CONSULT the general EP description on '[how EU decisions are made](#)' [15 mins]
- CONSULT the [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), for download [here](#) in various European languages [45 mins]
- Rosén, G., & Stie, A. E. (2022). Balancing seclusion and inclusion: EU trilogues and democratic accountability. *Journal of European Public Policy*, 29(3), 383-404 [60 mins]
- READ Rebasti, E. (2021). 'Return to De Capitani: The EU legislative process between transparency and effectiveness. *Politics and Governance*, 9(1), 296-299 [15 mins].

*Interactive seminar [max. 1h40 mins]*

- Presentations and comments [30 mins]
- Questions for seminar discussions [70 mins]
  - To what extent does the actual legislative process resemble its formal description based on EU legal provisions?
  - What informal norms and practices come across in through the core readings and presentations? Which institutional actors appear 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).
  - Does the EU legislative process strikes the right balance between efficiency and accountability?
- Preparation for the simulation: what have we learned about the EU legislative process (both its formal and informal aspects) which are essential to effectively negotiate the adoption of a new Directive/Regulation? [20 mins]

*Further resources*

Presentation readings

1. 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.

2. 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.
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. Rosén, G., & Stie, A. E. (2020). Balancing seclusion and inclusion: EU trilogues and democratic accountability. *Journal of European Public Policy*, 1-22.
6. Copeland, P. (2021). The ordinary legislative procedure in a post-Brexit EU: The case of social Europe. *Politics and Governance*, 9(1), 69-78 [60 mins]

## **Class 9. The EU regulatory regime: policy implementation and compliance, and the role of agencies and other de novo bodies [Thursday 24 Nov, 1.30-3.10 CET)**

*Preparation (asynchronous, at home) [2h20]*

- CONSULT the official [EU agencies website](#), and check the different types of EU 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]
- 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 facts and features (date of creation, location, staff numbers, policy responsibilities, structure and composition, decision-making powers, etc). See if you can find something about it in recent news which highlights its (lack) of policy influence. Be ready to talk about it during the interactive seminar [30 mins]

*Interactive seminar [max 1h40mins]*

- Questions and discussion on students' presentation [30 mins]
- Questions for discussions [45 mins]
  - Why do we see an increase in the number and competences 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? Which (sub) disciplines/fields of study provide relevant analytical tools to understand the role and influence of EU agencies?
- Preparation for the simulation: although the simulation concerns the adoption of a EU legislative instrument, it is likely to be complemented by further EU regulatory acts, and

EU agencies may play a role in its implementation? To what extent does today's session make us approach the negotiation differently? [15 min]

### *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.
- Joosen, R., & Zhelyazkova, A. (2022). How Do Supranational Regulators Keep Companies in Line? An Analysis of the Enforcement Styles of EU Agencies. *JCMS: Journal of Common Market Studies*, 60(4), 983-1000.
- Busuioac, M. and Torbjørn, J. "EU agencies' stakeholder bodies: vehicles of enhanced control, legitimacy or bias?." *Journal of European Public Policy* 29, no. 2 (2022): 155-175.
- Chamon, M, Volpato, A, and Eliantonio, M., eds. *Boards of Appeal of EU Agencies: Towards Judicialization of Administrative Review?*. Oxford University Press, 2022 (Conclusions, p. 321-334)

### **Class 10 – Regional (dis)integration in comparative perspectives: the EU as a contested 'model' [Thursday 1 Dec, 1.30-3.10 CET]**

#### *Preparation (asynchronous, at home) [2h]*

- READ Balogun, E. (2021). 'Comparative Regionalism'. In Oxford Research Encyclopedia of International Studies [50 mins]
- READ blogpost, Alison-Rheumann, L. 'EU narratives of regionalism promotion to ASEAN' (4 April 2020) <https://jcms.ideasoneurope.eu/2020/04/07/eu-narratives-of-regionalism-promotion-to-asean/> [10 mins]
- Identify a regional organization which you are already familiar with or have heard off. Check its website and read about it (eg news, blogposts, etc), and look for key similarities and differences with the EU (in particular looking at policy competences, institutional design and processes, relevance and impact). Be ready to contribute in class [60 mins]

#### *Interactive seminar (1h40 mins)*

- Presentations and comments [30 mins]
- Questions for discussions [40]
  - To what extent, and through which mechanisms, has the field of comparative regionalism been 'dominated' by the study of the EU?
  - Which alternative perspectives contribute to decentering the EU in the study of regional governance?
  - Is the EU model useful and relevant in other regional governance contexts?
  - What can the EU learn from other forms of regional cooperation and integration?
  - To what extent have recent crises shaken or reinforced the EU's model of regional integration?

Debriefing/feedback on the course; final instructions for the simulation [20 mins]

*Presentation readings (suggestions)*

- Börzel, T. A. (2011). Comparative Regionalism: A New Research Agenda. (KFG Working Paper Series, 28). Freie Universität Berlin, FB Politik- und Sozialwissenschaften, Otto-Suhr-Institut für Politikwissenschaft Kolleg- Forschergruppe "The Transformative Power of Europe". <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-374>
- Risse, T. (2015). 'The Diffusion of Regionalism, Regional Institutions, Regional Governance, paper presented EUSA 2015 Conference, Boston, USA, March 5-7, 2015
- Acharya, A (2016) 'Regionalism beyond EU-centrism'. In: Börzel, TA, Risse, T (eds) *The Oxford Handbook of Comparative Regionalism*. Oxford: Oxford University Press
- Gänzle, S., & Wunderlich, J. U. (2022). Differentiated (dis) integration beyond Europe: A comparative regionalism approach 1. In *The Routledge Handbook of Differentiation in the European Union* (pp. 50-65). Routledge.
- Ahmed, Z. S., & Hussain, M. (2022). South Asian regionalism, social development and COVID-19: Lessons for SAARC from the EU's social model. *Asian Journal of Comparative Politics*, 20578911221104275.
- Hancock, K. J., Palestini, S., & Szulecki, K. (2021). The politics of energy regionalism. *The Oxford handbook of energy politics*, 173-196.
- Herman, Lior, and Jonathan Ariel. "Comparative Energy Regionalism: North America and the European Energy Community." *Review of Policy Research* (2021).
- Bianculli, A. C. (2022). Regionalism and regional organisations: exploring the dynamics of institutional formation and change in Latin America. *Journal of International Relations and Development*, 25(2), 556-581.
- Malamud, Andrés. "Mercosur and the European Union: comparative regionalism and interregionalism." *Oxford Research Encyclopedia of Politics*. 2020.
- Börzel, TA, Risse, T (eds) (2016a) *The Oxford Handbook of Comparative Regionalism*. Oxford: Oxford University Press

**Class 11 Simulation [Thursday 1 Dec, 5.40-7.20]**

*Resources and materials to follow.*

