

# 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)

## 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 D-318

Moodle: <https://ceulearning.ceu.edu/course/view.php?id=14486>

Status:

- **Mandatory elective course** for **Mundus MAPP (both Global Public Policy and European Public Policy tracks)** and **MAIPA students (Governance track)**.
- No prerequisite, but participants must be able and willing to engage with interdisciplinary perspectives and materials.

Format: in person

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 3:30-4:30, Tues 11.00-12.00; or by appointment (in person or on Teams).

## WORKLOAD

102h

Seminar participation: 21hours

Seminar preparation (readings): 20 hours

Presentation: 8 hours

Simulation preparation/reflection: 8hours

Final assignment: 45 hours

## GENERAL COURSE DESCRIPTION

*European integration and European Union Governance* is an introductory level course, which seeks to familiarize students with the European Union's 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 takes an interdisciplinary perspective, which brings together theoretical and methodological approaches from political sciences, public administration, public policy, law, sociology and history. The course, focused on institutional aspects, 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, EU agencies, Court of Justice of the European Union,) and core decision-making processes (with a focus on treaty reform, the legislative process, rulemaking and caselaw). Throughout, the course engages with selected analytical and theoretical approaches to European integration and EU governance and reflects on current and future challenges. It also supports students in the development of analytical abilities and effective communication skills, encouraging them to critically engage with academic and policy materials to develop a better understanding of EU institutional processes. 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 and implementation in complex multi-level governance settings.

The course consists primarily in interactive student-led seminars, for which students prepare through reading assignments, the consultation of digital and audiovisual materials, and other preparatory activities (as instructed). It also includes a guest lecture and a simulation exercise. Assessment is based on preparation and participation (10%); written and oral contribution to the simulation (10%); presentation (30%); and the blogpost (50%: 10 % regular wiki contribution + 40% final blog).

## 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 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 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 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 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 preparatory activities and assignments 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 10-12 minutes presentation; act as discussant for another students' presentation; make regular wiki contribution, 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 (10%)*

It is assessed based on the timely completion of preparatory 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 **deliver a presentation** on an **assigned academic article/chapter**. They register their choice of the class and article/chapter on which they want to make their presentation before the end of week 1 of the course. The syllabus includes recommendations for presentation texts. Students may also propose their own, but should seek prior approval well in advance, to ensure that it fits the session's topic and learning objectives.

The presentation is intended to develop student's *ability to engage with academic texts and research findings in a critical, effective and professional manner*, and to relate it to current policy issues.

Students have 10-12 mins to present and critically engage with a given academic article/chapter. The presentation should include basic and contextual information on the article/chapter and their authors (title, publication venue and style, authors' background and discipline, etc); expose the main research questions/line of argument; identify key elements of research methods and design; present the analytical framework/theoretical perspectives used, and outline the core findings/conclusions. It should also offer a critical reflection on the piece, relating it to the core topics/questions of the particular class in which the presentation is delivered, and linking to current issues. Where relevant and possible, the presentation should also outline implications for the topic on which the student plans to write for their final blog post. Ideally, the presentation should also raise questions for further discussion in class.

Advice on preparing the presentation.

Preparing a good presentation takes time, so start working on it well in advance. Make sure to *first read the mandatory materials* for the given class, before turning to the *article/book chapter* you have *chosen* to present. You should also *'read around'*, for clarifications or updates. Make sure to prepare a *presentation plan* (you can seek feedback on it from the course's instructor if you submit it at least a week in advance), and where needed, coordinate with other presenters, so as to create a *'discussion'* across the different presentations. Plan ahead so that you have enough time to prepare and *rehearse* the presentation (you should set aside at least 8 hours (one working day) for it.

Presentations should remain *short and focused* but wherever possible, they should offer illustrates key points or arguments through *examples*. These can be either taken from the reading itself, or preferably, based on the students' own experience or knowledge, current affairs or the final blog topic. Students are not expected to cover all aspects of the reading in a comprehensive

manner. Rather they should *select elements which are the most relevant and interesting, considering the core questions/issues of the class to which the presentation belong.*

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. *Students must obtain a passing grade at the presentation to pass the course.* They can have a retake (ie redo the presentation on the same reading) in case of a Fail grade, but in such case the grade will be capped to the minimum passing grade.

Presenters will receive individual feedback on their presentation both orally and in writing from the course instructor and TA.

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

All students taking the course for grade participate in the in-class simulation. Students will be attributed a role at the start of the class, and will, throughout the course, build up knowledge to prepare for the role-play. The simulation assignment will be assessed based on the quality and relevance of the written contribution (eg memo) and/or the reflection note and oral engagement, as well as oral participation.

#### *ACADEMIC BLOGPOST (10 + 40 = 50%)*

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/academic literature 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. The length should be between 1200-2000 words, adjusting to the expected audience (legal academic blogpost tend to be longer than political sciences or policy ones). References and sources should be integrated as hyperlink to the online location, whenever available. It is expected that reading for, planning, writing and editing the blogpost will take around 14 hours, depending on prior experience and expertise.

Students are encouraged to identify a topic and start working on their blogpost early on in the course. They will be expected to make regular contributions to a wiki page, in which they are asked to reflect on the implications of certain institutional arrangements and processes, or theoretical perspectives, for the topic/question they have chosen to address in their blogpost.

Students 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.uaces.org/resources/how-to-write-for-an-academic-blog>

<https://blogs.lse.ac.uk/impactofsocialsciences/2014/12/28/shorter-better-faster-free/>

Students 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/>

<https://theloop.ecpr.eu/>

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%).

Students should be familiar and comply with the [CEU Policy on Plagiarism](#), and dedicated sections of the student handbook for the relevant DPP programs. 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. 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 Friday 5 January 2023, midnight CET. *Students must receive a passing grade in the blogpost to pass the course.* They can ask for a retake in case of a Fail grade, but in such case the grade will be capped to the minimum passing grade.

## 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](#).

### FURTHER READING MATERIALS

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, and research handbooks are helpful to get more insights into specific EU governance and integration dynamics and relevant research perspectives.

#### TEXTBOOKS

- 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.
- Cini, M./ Pérez-Solórzano Borrágán, N. (2022), [\*European Union Politics\*](#) (7<sup>th</sup> edn.; 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).
- Faure, S.B.H/ Lequesne, C. (eds) *Edward Elgar Companion to the European Union* (EE, 2023)
- Hayward, J./Menond, A. (2003). [\*Governing Europe\*](#) (Oxford : Oxford University Press).
- Hix, S./Høyland, B. (2022), [\*The political system of the European Union\*](#) (4<sup>th</sup> edn.; Bloomsbury Publishing).
- Hodson, D., Puetter, U., Peterson, J., & Saurugger, S. (Eds.). (2022). [\*The institutions of the European Union\*](#). Oxford University Press.

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- 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).
- Wiener, A./Börzel, T. /Risse, T (eds) (2018) [\*European integration theory\*](#) (3<sup>rd</sup> ed., Oxford: Oxford University Press).
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#### RESEARCH HANDBOOKS

- 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. /Arnall, 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).
- Heinelt, 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).

#### 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/>

#### 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](#)

#### BLOGS

Academic blogs on EU politics

- <https://blogs.lse.ac.uk/europpblog/>
- <https://ideasoneuropa.eu/>



- <https://www.eu3d.uio.no/blog/>
- <https://theloop.ecpr.eu/>

#### EU law blogs

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

#### EU policy blogs

- <https://blogactiv.eu/>

#### ONLINE NEWS ON EU AFFAIRS

- <https://www.politico.eu/>
- <https://eulawlive.com/>
- <https://euobserver.com/>
- <https://www.euractiv.com/>

#### PODCAST 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

##### 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 [50 mins]
- Add relevant information about yourself to your Moodle/course profile. [10 mins]
- Familiarize yourself with using PERUSAL. [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/>

## 1: Telling the story of European integration: back to the future [Thursday 21 Sept, 1.30-3.10 CET]

Preparation to be completed before the first in-person/online seminar [2h]

- 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). [40 mins]
- READ Gilbert, M. (2008) ‘[Narrating the process: questioning the progressive story of European integration](#)’. *JCMS* ‘46 (3), 641-662. [60 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? Which dynamics are outlined? What type of analysis do they offer? Which theoretical perspectives come to the fore? Do these textbooks 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]
- Preparation for the final simulation: how are EU histories and narrative relevant in EU law-making processes today? [10 mins]

## 2. Mandatory guest lecture y Prof. Iyiola Solanke ‘Decolonizing EU law’, Thurs 21 Sept, 5.30-7.00 (Room TBC)

After the lecture, reflect on what you have heard, and outline which contribution law can make to the study of European integration and EU governance, and the extent to which the ‘decolonization’ process can expand to other fields of EU studies, beyond law. Summarize it in a few bullet points on the designated wiki [30 mins]

### 3. The EU institutional governance (1) - the European Commission: between political leadership and guarding the treaties [Thursday 28 Sept, 1.30-3.10 CET]

#### Preparation [2h]

- READ O. Costa, 'EU institutional governance' in *Edward Elgar Companion to the European Union* (EE, 2023), 146-156, p.144-154 [10 pages] [30 mins]
- READ Kassim, H. (2022), 'The European commission: From collegiality to presidential leadership' in Hodson, D., Puetter, U., Peterson, J., & Saurugger, S. (Eds.). (2022). *The institutions of the European Union*. Oxford University Press 106-127 [60 mins] OR Menand, F. (2022), 'The European Commission: cabinets and services' in Hodson, D., Puetter, U., Peterson, J., & Saurugger, S. (Eds.). (2022). *The institutions of the European Union*. Oxford University Press 177-202 [50 mins]
- CONSULT the European Commission (2019), '[A Europe that strives for more :political guidelines for the next European Commission 2019-2024](#)'. [20 mins]
- Individual blogpost wiki contribution [20 mins]

#### Interactive seminar (max 1h40)

##### Questions for discussion

- Presentations and comments [40 mins]
- Highlights of the 2022(or 2023) State of the Union address: discussion on the role of the Commission
- What's the relation between the political Commission (commissioners) and the Commission's staff? Could you compare it to a traditional government?
- 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 of a legislative instrument?
- 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 policy materials tell us about the role(s) that the 2019-2024 'von der Leyen Commission' intends to play? [20 mins]

#### Further resources

European Commission Youtube channel:

<https://www.youtube.com/channel/UCMPaviJxybo1RTdzvYcU91A>

#### Presentation readings recommendations

1. 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.
2. Koop, C., Reh, C., & Bressanelli, E. (2022). Agenda-setting under pressure: Does domestic politics influence the European Commission?. *European Journal of Political Research*, 61(1), 46-66.
3. Drake, H (1995) "Political leadership and European integration: the case of Jacques Delors." *West European Politics* 18.1 (1995): 140-160.

4. 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.
5. 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.
6. Kassim, H (2023) The European Commission and the COVID-19 pandemic: a pluri-institutional approach, *Journal of European Public Policy*, 30:4, 612-634, DOI:
7. Bauer, M.V, Kassim, H & Connolly, S (2023) The quiet transformation of the EU Commission cabinet system, *Journal of European Public Policy*, 30:2, 354-374
8. Oztas, B., & Kreppel, A. (2022). Power or Luck? The Limitations of the European Commission's Agenda Setting Power and Autonomous Policy Influence. *JCMS: Journal of Common Market Studies*, 60(2), 408-426.
9. Priebus, S., & Anders, L. H. (2023). Fundamental Change Beneath the Surface: The Supranationalisation of Rule of Law Protection in the European Union. *JCMS: Journal of Common Market Studies*.
10. Klüver, H., Mahoney, C., & Opper, M. (2015). Framing in context: how interest groups employ framing to lobby the European Commission. *Journal of European Public Policy*, 22(4), 481-498.

#### 4. The EU institutional governance (2):The Councils: over time and through crises [Thursday 5 Oct, 1.30-3.10 CET]

##### Preparation [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) [50 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]
- GO on the Council's website, and watch the press conference of the latest European Council meeting, the press conference of a recent Council meeting, and follow some live Council's discussion (if available): [Council live \(europa.eu\)](#). [40 min] Be ready to react and comment in class.
- Individual blogpost wiki contribution [20 mins]

##### Interactive seminar [max 1h40 mins]

- Presentations and comments [30 mins]
- Discussions topics [40 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?

- 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]
- 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? [10 mins]

*Presentation readings*

1. 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.
2. 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).
3. Hosli, M. O. 1996. “Coalitions and Power: Effects of Qualified Majority Voting in the Council of the European Union.” *Journal of Common Market Studies* 34 (2): 255–273
4. Buti, M., & Fabbrini, S. (2023). Next generation EU and the future of economic governance: towards a paradigm change or just a big one-off?. *Journal of European Public Policy*, 30(4), 676-695.
5. Huhe, N., Thomson, R., Arregui, J., & Naurin, D. (2022). Intergovernmental cooperation networks, national policy positions and partisan ideologies: longitudinal evidence from the Council of the European Union. *Journal of European Public Policy*, 29(1), 78-96.
6. Oleart, A., & Gheyle, N. (2022). Executive gladiators in the European arena: discursive intergovernmentalism in the politicization of the Covid-19 EU recovery plan. *Journal of European Integration*, 44(8), 1095-1111.
7. Schramm, L., & Wessels, W. (2023). The European Council as a crisis manager and fusion driver: assessing the EU’s fiscal response to the COVID-19 pandemic. *Journal of European Integration*, 45(2), 257-273.
8. Puetter, U. (2022). Consensus politics and EU disequilibrium: the German Council Presidency 2021 and the rule of law mechanism. *EU Policymaking at a Crossroads: Negotiating the 2021–2027 Budget*, 233.
9. Hayes-Renshaw, F. (2009). Least accessible but not inaccessible: Lobbying the Council and the European Council, Coen, D. and Richardson, J. *Lobbying the European Union: Institutions, actors, and issues* (OUP), 70-88.

**5. The EU institutional governance (3): European Parliament: democracy, accountability and supranational law-making [Thurs 12 Oct, 1.30-3.10 CET]**

*Preparation [2h10]*

- 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]*

- Introduction to the comedy show 'Parlement' (5-10 mins)
- Presentations and comments [30 mins]
- Discussions (one group per question set) [45 mins]
  - What characterizes the EU system of representative democracy?
  - What particular features or dynamics influence EP elections and composition? Could we end up with a Euro-sceptic Parliament?
  - 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?
  - Should the EP have the right of legislative initiative?
- Preparation for the simulation: what lessons have we learned from today's session which makes us better prepared for acting as an MEP 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.
- Guinaudeau, I., & Costa, O. (2022). Issue politicization in the European Parliament. An analysis of parliamentary questions for oral answer (2004–19). *JCMS: Journal of Common Market Studies*, 60(3), 507-525.
- 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.
- Elomäki, A., & Kantola, J. (2023). Feminist governance in the European Parliament: The political struggle over the inclusion of gender in the EU's COVID-19 response. *Politics & Gender*, 19(2), 327-348.
- 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.
- Willumsen, D. M. (2022). Policy preferences, unity, and floor dissent in the European Parliament. *Journal of European Public Policy*, 1-21.
- Michon, S., & Weill, P. E. (2022). An 'East-West split' about the posting of workers? Questioning the representation of socio-economic interests in the European Parliament. *Journal of Contemporary European Studies*, 1-16.

- Berthet, V. (2022). Norm under fire: support for and opposition to the European Union's ratification of the Istanbul Convention in the European Parliament. *International Feminist Journal of Politics*, 24(5), 675-698.
- Priebus, S., & Anders, L. H. (2023). Fundamental Change Beneath the Surface: The Supranationalisation of Rule of Law Protection in the European Union. *JCMS: Journal of Common Market Studies*.
- Braun, D., & Schäfer, C. (2022). Issues that mobilize Europe. The role of key policy issues for voter turnout in the 2019 European Parliament election. *European union politics*, 23(1), 120-140.
- Rasmussen, M. K. (2015). The battle for influence: The politics of business lobbying in the European Parliament. *JCMS: Journal of Common Market Studies*, 53(2), 365-382.
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## 6. The EU institutional governance (4): The Court of Justice of the European Union: engine of European integration or member state's agent? [Thurs 19 Oct, 1.30-3.10 pm]

### Preparation [2h10]

- READ Saurruger, S. and Terpan, F (2022), The Court of Justice of the EU: a quiet leader 'in Hodson, D., Puetter, U., Peterson, J., & Saurruger, S. (Eds.). (2022). *The institutions of the European Union*. Oxford University Press) [80 mins]
  - CONSULT the CJEU dedicated website ([CURIA](https://curia.europa.eu)) [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.
  - 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]
  - Prepare wiki contribution for the blogpost [20 mins]

### Interactive seminar [max 1h40mins]

- Presentations and comments [30 mins]
- 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 do EU political actors negotiate in the 'shadow' of the Court? [10 mins]

### Presentation readings recommendations

- Weiler, J. (1994). 'A Quiet Revolution: The European Court of Justice and its Interlocutors. *Comparative Political Studies*, 26(4), 510-534

- 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.
- 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
- 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.
- 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.
- Blauburger, 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
- Ovádek, M. (2021). Supranationalism, constrained? Locating the Court of Justice on the EU integration dimension. *European Union Politics*, 22(1), 46-69.
- 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*.
- 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.
- 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), 562-583.8. The 'constitutionalization' of the EU: in between treaty reforms [Thurs 9 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 Borrágán, 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 (constitutional) framework when they negotiate EU legislation? [15 mins]

#### *Presentation readings recommendations*

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.

### **7. The EU institutional governance (5): EU agencies and other bodies and the EU regulatory regime [Thursday 2 or 9 Nov, 1.30-3.10 CET)**

#### *Preparation [3h]*

- 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. [10 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 [70 mins]
- 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]
- PREPARE your wiki contribution towards the blogpost [20 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]

*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)
- Lavenex, S., & Lutz, P. (2023). Third Country Access to EU Agencies: Exploring Spaces for Influence. *JCMS: Journal of Common Market Studies*.
- Leidorf-Tidå, B., & de Boer, T. (2023). Account-Holding Intensity in the EU Accountability Landscape: A Comprehensive Review of EU agencies' Institutional Accountability Relationships. *JCMS: Journal of Common Market Studies*, 61(1), 215-235.
- Schrama, R. (2023). Expert network interaction in the European Medicines Agency. *Regulation & Governance*, 17(2), 491-511.
- Dunn Cavelty, M., & Smeets, M. (2023). Regulatory cybersecurity governance in the making: The formation of ENISA and its struggle for epistemic authority. *Journal of European Public Policy*, 30(7), 1330-1352.



## 8. The EU legislative process: from formal co-decision to informal dialogues [Thurs 16 Nov [TBD], 1.30-3.10 CET]

Preparation [2h20 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]
- Watch video lecture by A Alemanno on Coursera, 'the informal process – trilogues', <https://www.coursera.org/lecture/europe/the-informal-process-trilogues-bcNzR> (10 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 [20 mins].
- PREPARE wiki contribution for blogpost [20 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]

*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]
7. Arregui, J., & Perarnaud, C. (2022). A new dataset on legislative decision-making in the European Union: the DEU III dataset. *Journal of European Public Policy*, 29(1), 12-22.

**9-10. Simulation exercise (Thurs 16 Nov, 5.30-7.00 [preparation] + Thursday 14 Nov, 1.30-3.10**

More information to be provided on Moodle.

Preparation/reflection [8h]

**11. Theories and the EU [Thursday 30 Nov 1.30-3.10 CET]**

*Preparation [1h]*

- Saurruger, S. 'Grand theories of integration: neofunctionalism, intergovernmentalism and constructivism' in *Edward Elgar Companion to the European Union* (EE, 2023) [10 pages] [30 mins]
- Bulmer, S. (2023) 'New institutionalism' in *Edward Elgar Companion to the European Union* (EE, 2023) [7 pages] [30 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 evolves over time? What drives developments in theorizing about the European Union? What challenges/opportunities does the war in Ukraine poses 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]

#### *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.
7. Hooghe, L. & Marks, G. (2019) '[Grand theories of European integration in the twenty-first century](#)', *Journal of European Public Policy*, 26:8, 1113-1133
8. Brooks, E., de Ruijter, A., Greer, S. L., & Rozenblum, S. (2023). EU health policy in the aftermath of COVID-19: neofunctionalism and crisis-driven integration. *Journal of European Public Policy*, 30(4), 721-739.
9. Bojar, A., & Kriesi, H. (2023). Policymaking in the EU under crisis conditions: Covid and refugee crises compared. *Comparative European Politics*, 1-21.
- 10.

Any relevant academic article developing or applying a relevant theory.

## **12 Two options (Thursday 7 Dec, 1.30-3.20 (TBC)**

Put to the classes' vote at the start of the course.

### **Variant A: Non-institutional actors and European integration : lobbies and citizens**

Preparation [2h]

- READ Van Ingelgom, V. (2023). "Chapter 16: Citizens". In *The Elgar Companion to the European Union*. [30 mins]
- READ Hanegraaff, M., & Berkhout, J. (2023). "Chapter 14: Interest groups". In *The Elgar Companion to the European Union*. [30 mins]

Read one of the following blogposts:

- D. Coen, A. Katsaitis, and M. Vannoni  
<https://blogs.lse.ac.uk/government/2021/03/18/why-when-and-how-does-business-lobby-the-eu/>
- I de Bruycker 'David and Goliath in Brussels'(2016).  
<https://blogs.lse.ac.uk/euoppblog/2016/06/02/david-and-goliath-in-brussels-lobbying-strategies-and-success-in-the-eu/>
- D. Devine and R Ibenskas ' there is little evidence...' (2021),  
<https://blogs.lse.ac.uk/euoppblog/2021/07/08/there-is-little-evidence-european-integration-has-created-a-representation-gap-between-politicians-and-voters/>

Questions: Is the EU captured by businesses? How influential are civil society organizations on EU policy? How do different interest groups influence the EU policy process? Which avenues for influence do they opt for and with what success? How close is the EU to its citizens? Has European integration contributed to developing a European identity? Does the EU suffer from a (democratic) legitimacy problem? How can we study popular support for European integration?

Discussion and practice on writing academic blogposts (Does/Don't).

Students are encouraged to consult the following webpages offering general advice on writing (academic) blogs [45 mins]

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

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

<https://blogs.lse.ac.uk/impactofsocialsciences/2014/12/28/shorter-better-faster-free/>

## Variant B: European integration across disciplines and methods

Preparation [2h]

- READ Avril, L (2023), 'Law and the European Union' in *Edward Elgar Companion to the European Union* (EE, 2023), 82-92, p. 82-89 [30 mins]

OR

- READ Bonnamy, C., & Canihac, H. (2023). 'Sociology and the European Union'. *The Elgar Companion to the European Union*, 93-107 [40 mins]

OR

- READ Copelovitch, M., & Walter, S. (2023). 9. International political economy and the European Union. *The Elgar Companion to the European Union*, 108-121 [30 mins]

+

- READ Laloux, T., & Le Gall, C. (2023). 11. Quantitative analyses of the European Union. *The Elgar Companion to the European Union*, 133 [30 mins]

OR

- READ Joltreau, T., & Smith, A. (2023). 10. Qualitative research on the European Union: What interviews and observatory participation bring to the party. *The Elgar Companion to the European Union*, 122 [30 mins]

### Questions for discussion

How do different disciplines and methodology contribute to the study and understanding of European integration and EU governance? Are EU studies truly an interdisciplinary fields? Do some disciplines or analytical perspective dominate (at a given time)? Why?

Discussion and practice on writing academic blogposts (Does/Don't). Consult the following source

- Students 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.uaces.org/resources/how-to-write-for-an-academic-blog>
  - <https://blogs.lse.ac.uk/impactofsocialsciences/2014/12/28/shorter-better-faster-free/>
-