

**EUROPEAN UNION CAPSTONE**  
**Political Science 1381**  
**University of Pittsburgh • Spring 2019**  
**Th 10am-12.30pm • 4801 WWPH**

**Professor:** Pablo Fernández-Vázquez

**Office:** 4616 WWPH (Political Science)

**Email:** pablo.fernandez@pitt.edu

**Office Hours:** Thursday 2pm-3pm or by appointment

### **Course Description**

This is a capstone course on the politics of the European Union. We will examine some of the major issues facing the European Union in the 21<sup>st</sup> century: changing demographics, identity, challenges to the EU from the right and left, Euroskepticism, and Brexit.

### **Course requirements**

You are expected to do the readings. Some of the readings might be challenging as they come from actual political science research. You should aim to read them all or at least read them smartly (i.e. for the main points)—this is a valuable life skill! **You are expected to complete the relevant reading BEFORE each session.**

### **Course evaluation**

In-class participation: 10%

Discussion leader: 10%

Critical assessment of the readings: 40%

Final paper, draft, and in-class presentation: 40%

**Final paper, draft of the paper, and in-class presentation:** Each student will write a 12 page research paper on a topic of your choice related to themes addressed in this course. The paper is due **April 25<sup>th</sup>** at noon. Beforehand, the student will submit a **4-page draft** of the paper. This is due **April 11<sup>th</sup>**. The draft is not graded, but a fellow student will give you written feedback on it by **April 18<sup>th</sup>** (feedback consists of a couple of paragraphs of major comments about the draft). In addition, either on April 11<sup>th</sup>

or April 18<sup>th</sup>, each student will present her/his paper using presentation software, such as PowerPoint. The paper and presentation combined are 40% of your final grade; the presentation is 10% of this.

**Critical assessment of the readings:** On the first day, each student will sign up for **three weeks** to write reading summaries. Each critical assessment will be up to 4 pages (double-spaced, 11 or 12-pt font, 1-inch margins on all sides). For your assessment, you will distill the main arguments of each of the assigned readings and **discuss the main limitations** of the research therein. You should think about and focus on what the overall argument is of the readings or chapters and how they relate to each other (where applicable). I would suggest not signing up for back-to-back weeks, so that you can get feedback on your first assessment before writing the second. The critical assessments are **must be posted on turnitin before class** for the weeks you have selected. The reading summaries will be graded both on substance and writing style. These critical assessments are worth 40% of your final grade.

**Discussion leader:** For one of the weeks you have selected to write a reading summary, you will serve as discussion leader. Two students may need to sign-up for a given week, which we will determine the first day of class. As discussion leader, you will **write-up 5 questions** based on the readings that you will circulate to the class. These are meant to be open-ended questions that provoke discussion. These are due **Wednesday at 9am** posted on the Discussion Board on CourseWeb. Your grade will be based on both the quality of the questions and how well you have facilitated discussion and will be 10% of your final grade. Whenever you are not serving as discussion leader, you should make sure to review the questions and come to class prepared to discuss them.

**Participation:** You are required to come to class prepared having read the assigned readings. Participation will be 10% of your final grade.

## GRADING SCALE

97-100 A+	87-89 B+	77-79 C+	60-69 D
93-96 A	83-86 B	73-76 C	<60 F
90-92 A-	80-82 B-	70-72 C-	

## **CLASS POLICIES**

### **Laptops and other electronics:**

Research has consistently shown that the use of laptops and other electronic devices negatively impacts student performance, both for the student who is using the device and those around her/him.

Nevertheless, you may still use your laptop, but if you are using it **you must seat in the back of the classroom**. Please turn your phone off while you are in class and do not text, check Facebook, Twitter, or look up information that is not relevant to class. **If you plan to come to class to do something else, I suggest that you not come**. Please make sure to bring the readings with you to class (either in hard copy or on an electronic device).

### **Email:**

Please make sure you check your Pitt email regularly. If you do not use your Pitt account, make sure you link your Pitt account to whichever email address you do use. I will send email messages to the class periodically and will use your official Pitt email address. If you want to contact me, please use my Pitt addresses above.

### **Courseweb:**

All materials handed out in class will be posted here. We will also post announcements, links, graphs/tables shown in class, and other useful information. So, check CourseWeb often!

### **Extensions and Alternate dates**

In general, I will not allow extensions on assignments or alternate exam dates. However, should you find yourself in a situation where you will not be able to turn an assignment in on-time or be present for an exam, please discuss this with me as soon as you can, and not the day the assignment is due or the day of the exam or afterwards.

### **Grade appeals:**

Should you want to appeal a grade you've received, it must be in writing. You will need to explain why you believe you deserve a grade that is different than the one you received. The written appeal should be turned in to me and I will then schedule a time to meet with you to discuss your appeal.

### **Academic Integrity:**

Students in this course are expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated. Any student

suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated by the instructor, as outlined in the University Guidelines on Academic Integrity. More information and the complete policy can be found at <http://www.provost.pitt.edu/info/ai1.html>.

**Accommodations:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and the Office of Disability Resources and Services (DRS), 140 William Pitt Union, (412-648-7890, 412-228-5347 for P3 ASL users), [drsrecp@pitt.edu](mailto:drsrecp@pitt.edu), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. For more information, please see <https://www.studentaffairs.pitt.edu/drs/>

**Classroom recording:**

To ensure free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance permission of the instructor. Any such recording properly approved in advance can be used solely for the student's own private use.

**Turnitin:**

Students agree that by taking this course all required papers may be subject to submission for textual similarity to TurnItIn.com for the detection of plagiarism. TurnItIn.com will be used solely for the detection of plagiarism in papers.

## COURSE SCHEDULE

### Week 1 – January 10<sup>th</sup> - Introduction and preliminaries

### Week 2 – January 17<sup>th</sup> – The Political System of the European Union

- Simon Hix and Bjorn Hoyland. *The Political Systems of the European Union*. Chapters 1-3.

### Week 3 - January 24<sup>th</sup> – The EU’s Democratic Deficit

- Dani Rodrik. The Inescapable Trilemma of the World Economy.  
[https://rodrik.typepad.com/dani\\_rodriks\\_weblog/2007/06/the-inescapable.html](https://rodrik.typepad.com/dani_rodriks_weblog/2007/06/the-inescapable.html)
- Dani Rodrik. *The Globalization Paradox*. Introduction.
- Moravcsik, Andrew. 2002. “In Defence of the ‘Democratic Deficit’: Reassessing Legitimacy in the European Union.” *Journal of Common Market Studies*. 40(4): 603-624.
- Føllesdal, Andreas. and Simon Hix. 2006. “Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik.” *Journal of Common Market Studies*. 44(3): 533-562.

### Week 4– January 31<sup>st</sup> – European Parliament Elections

- Hix and Høyland. 2011. *The Political System of the European Union*. Ch. 6.
- Reif, Karlheinz and Hermann Schmitt. 1980. “Nine Second-Order National Elections—A Conceptual Framework for the Analysis of European Election Results.” *European Journal of Political Science*. 8.1: 3-44.
- Anamaria Segestern and Michael Bossetta. 2017. The Euroskeptic Europeanization of Public Spheres. *Comparative European Politics*. DOI: <https://doi.org/10.1057/s41295-017-0099-5>

### Week 5 – February 7<sup>th</sup> – Populism and Technocracy in Europe

- Daniele Caramani. 2017. Will vs Reason: The Populist and Technocratic Forms of Political Representation and Their Critique to Party Government. *American Political Science Review* Vol 111(1).

- Giulia Pastorella. 2016. Technocratic Governments in Europe: Getting the Critique Right. *Political Studies* 64(4): 948-965.

### **Week 6 – February 14<sup>th</sup> – Populist Movements in Europe**

- Golder, Matt. 2016. “Far Right Parties in Europe.” *Annual Review of Political Science*. 19: 477-497. 6
- Cassidy, John. 2016. “A Europe of Donald Trumps?” *The New Yorker*. May 2.
- Halikiopoulou, Daphne, Kyriaki Nanou, and Sofia Vasilopoulou. 2012. “The Paradox of Nationalism: The Common Denominator of Radical Right and Radical Left Euroscepticism.” *European Journal of Political Research*. 51.4: 504-539.

### **Week 7 – February 21<sup>st</sup> – Review of the requirements for the final paper**

- Leanne C. Powner. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. Chapter 3.

### **Week 8– February 28<sup>th</sup> – European Identity: In-class showing of L’Auberge Espagnole**

- Risse, Thomas. 2010. *A Community of Europeans: Transnational Identities and Public Spaces*. Ithaca: Cornell University Press. Pgs. 1-103.

### **Week 9– March 7<sup>th</sup> – Referenda in Europe**

- Hix and Høyland. 2011. *The Political System of the European Union*. Pgs. 152-157.
- Hobolt, Sara Binzer. 2007. “Taking Cues on Europe? Vote Competence and Party Endorsements in Referendums on European Integration.” *European Journal of Political Research*. 46.2: 151-182.
- Markowski, Radoslaw, and Joshua A. Tucker. 2005. “Pocketbooks, Politics, and Parties: The 2003 Polish Referendum on EU Membership.” *Electoral Studies*. 24.3: 409–433.

## Week 10 - Spring Break

### Week 11 – March 21<sup>st</sup> – Brexit

- BBC. “Brexit: All you need to know about the UK leaving the EU.”  
<http://www.bbc.com/news/uk-politics-32810887>
- Hobolt, Sara B. 2016. “The Brexit Vote: A Divided Nation, A Divided Continent.” *Journal of European Public Policy*. 23.9: 1259-1277.
- Italo Colantone and Piero Stanig. 2018. Global Competition and Brexit. *American Political Science Review* 112(2): 201-218.

### Week 12 – March 28<sup>st</sup> – Immigration

- BBC. September 11<sup>th</sup> 2018. Migration to Europe in Charts. <https://www.bbc.com/news/world-europe-44660699>
- Loren Landau et al. 2018. Europe is Making its Immigration Problems Worse. *Foreign Affairs*.
- Dominik Hangartner et al. 2018. Does Exposure to the Refugee Crisis Make Natives More Hostile? *American Political Science Review*. Published Online December 27th.  
<https://doi.org/10.1017/S0003055418000813>

### Week 13 – April 4<sup>th</sup> – Catalonia and European Secessionism

BBC. January 31<sup>st</sup> 2018. Catalonia’s Bid for Independence from Spain Explained.

<https://www.bbc.com/news/world-europe-29478415>

Jordi Muñoz & Raül Tormos. 2015. Economic Expectations and Support for Secession in Catalonia. *European Political Science Review* 7(2): 315-341.

The Economist. October 14<sup>th</sup> 2017. The EU Will Not Help The Catalan Secessionist Cause.

<https://www.economist.com/europe/2017/10/14/the-eu-will-not-help-the-catalan-secessionists-cause>

### Week 14 – April 11<sup>th</sup> – Student Presentations (I) – **Draft of the paper is due**

**Week 15– April 18<sup>th</sup> – Student Presentations (II)**

**April 25<sup>th</sup> Paper is due**