CAS EC 361 / IR 344 Economic Development of Europe: Between Union and Disunion

Credits: 4
Prerequisites: for the French version of this course, LF 212 or the equivalent of 4 college semesters of French
Professor: Laurence Blotnicki (lblot@bu.edu)
Schedule: 16 two-and-a-half-hour sessions over 7.5 weeks
(Monday & Wednesday – 9:30 to 12:00 am + 2 additional sessions)
Office hours: By appointment after class
Course material: On-line academic texts and press articles (Blackboard)
Visits (3 out of 4): - La Maison de l’Europe - Workshop on “European elections in May 2019”
- OECD, Conference on “EU in a new context on world trade”
- The Paris International Agricultural Show
- Visite to Issy-Les-Moulineaux, an innovative territory (meeting with startups oriented towards the European market)

Tutoring for oral presentations & essays:
- Individual meeting with the professor before the oral presentation
- Individual rehearsal with the Program’s Language Coordinator one week before the oral presentation (if the course is taught in French)

Assessment for the course:
- Participation and preparedness (10%)
- Two in-class tests (15%)
- Oral presentation (10%)
- Essay (10 pages) (20%)
- Midterm exam (20%)
- Final exam (25%)

Out-of-class workload:
- Mandatory readings for each session. About 25 pages by session.
- In-depth personal research for the oral presentation and the essay

In-class sessions alternate between interactive lecture illustrated with slides, students’ presentations, group discussion about readings, presentations and topics of the day, press review about current events in Europe or member states, and are supplemented by commented group visits.

The course is accessible to students with no previous experience in economics and does not involve econometrics.
The course, including seminars and visits, is conducted entirely in English or entirely in French.
I. COURSE DESCRIPTION

Over sixty years ago, from the ruins of World War II and in the early stages of the Cold War, six Western European countries laid the foundations for one of the most ambitious projects in the history of the continent: the voluntary integration of independent states to form a single entity.

This regional integration has experienced immense advances, at least on the economic front. Beyond the peace reached by the European Union, other landmark achievements speak to the progress the EU has realized: the establishment of a vast, borderless internal market uniting 28 nations; the monetary integration with the introduction of a single currency, the euro, adopted by 19 nations; and the integration of neighboring nations in Eastern Europe at the dawn of the 21st century.

But today, the European Union, just recovering of the economic and financial crisis of 2008, is facing new internal turbulence: the migratory crisis, the Brexit with economic and political consequences still uncertain, the real risk of contagion to other countries, tensions with the Eastern Europe countries (Poland, Hungary) and Russia. Social crisis, democratic crisis and rise of populism darken the future of the European Union, threatened with dislocation. At the external level, the election of a new US President advocating a return to protectionism and the new global economic and geopolitical context is leading the Union to react and refund its foreign policy.

Faced with this new context, European leaders are struggling to come up with an innovative joint project that can provide solutions and mobilize citizens who, in May 2019, will have to elect their new members of European Parliament.

This state rekindles the recurring debate that has been shaping the history of European construction: can the European Union continue without a political union of federal type? Should it not be endowed with genuine governance going beyond the current framework of simple intergovernmental cooperation?

In the course, students will examine the economic foundations of the European Union, along with their structures and mechanisms, in order to better understand the current crises and the future challenges inherent in a changing global economy. The focus of the course will orient the students especially toward the European dimension of contemporary problems and current events.

In order for students not only to understand but also to be able to analyze, formulate arguments, forge and properly deliver their own opinion on key issues, this course also includes methodological units covering:

- research: finding reliable sources, making the difference between generalist press and institutional sources/websites,
- interpretation of articles: identifying main ideas, recognizing bias, comparing different approaches for the same subject,
- use of data: interpreting data, checking veracity, comparing contradictory data,
- quoting sources and formatting a bibliography,
- writing an analytical essay: building an outline and developing arguments.
II. HUB AREAS AND LEARNING OUTCOMES

Hub area: Social Inquiry I (1 unit)
1. Students will identify and apply major concepts used in the social sciences to explain individual and collective human behavior including, for example, the workings of social groups, institutions, networks, and the role of the individual in them.

Hub area: Historical Consciousness (1 unit)
1. Students will create historical narratives, evaluate interpretations based on historical evidence, and construct historical arguments.
2. Students will demonstrate an ability to interpret primary source material (textual, visual, or aural) using a range of interpretive skills and situating the material in its historical and cultural context.
3. Students will demonstrate knowledge of religious traditions, intellectual paradigms, forms of political organization, or socioeconomic forces, and how these have changed over time.

Hub area: Research and Information Literacy (1 unit)
1. Students will be able to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.
2. Students will demonstrate understanding of the overall research process and its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.

More specifically, by the end of this course, students will be able to:

- describe the European Union economic system through the concepts of common market, single market, Economic and Monetary Union and through the main common economic policies (trade, monetary and agricultural policies) implemented in this area;
- explain the historical foundations of the European Union, the reasons for its creation, the evolution of its vision and purpose as well as of its institutions, and the history of its enlargement and of its role as a global player;
- analyze the singularity of European integration in comparison with other regional integration areas (NAFTA, MERCOSUR, ASEAN), in terms of economy, sociology, economic and political history, addressing concepts such as regionalism vs multinationalism, citizenship; national sovereignty, employment, migration, and considering main actors such as individual member states, national and European institutions, lobbies, public opinion;
- explain and examine major current issues and debates in Europe today (European governance, monetary and economic crisis, controversial enlargements, migration and social crisis, etc.);
- identify and assess risks and future challenges in a changing global economy;
- identify the main ideas in specialized documents written in French or English (articles from the general or academic press, facts, data and informative documents), select relevant information, interpret graphs, maps and data, distinguishing between reliable and biased sources, check data veracity;
- formulate a clear, structured and well-argued analysis and opinion, both written and spoken, on key issues in the European Union, by raising critical questions, conducting extensive and relevant research, formulating arguments in an ethical way (political neutrality or balance between opposite visions), organizing their findings and ideas in a logical way, concluding with an enlightened personal answer to the initially raised questions, integrating appropriate elements such as graphics, maps, statistics, formal bibliography.
III. ASSESSMENT AND GRADING

Participation and preparedness: 10%
This grade takes into account the quality of a student’s presence in class, energy, relevance of comments in class, effort and progress in language proficiency, and attendance and punctuality.

Quizzes: 15%
Two short, multiple-choice quizzes will check in on students’ comprehension of the course content.

Midterm exam: 20%
The midterm exam will include short essays from a choice of three out of four questions covering the first half of the program.

Final exam: 25%
The final exam will involve writing a well-developed essay answering one of two transversal questions using a methodological approach explained during the course.

THEMATIC INDIVIDUAL WORK:
Each student will work on a given topic and will be guided by the professor throughout the research process, through collective methodological units and during an individual tutoring session. Topics will cover a variety of themes associated with subjects studied in class and will be assigned during the first week of class. The results of this work will be first orally presented in class (synthetical approach) then developed into a 10-page essay, appendix non included (in-depth approach).

Assessment criteria:
- relevance and quality of research
- relevance and interpretation of data
- analytical and argumentative quality
- synthetical quality (oral presentation) / in-depth analysis (essay)
- clearly organized ideas
- presentational qualities: Powerpoint and public performance (oral presentation) / paper presentation, appendix and bibliography (essay)

Oral presentation: 10%
Students will prepare a 10-15 minutes presentation including a typed outline and a PowerPoint presentation, if appropriate. This presentation is based on extensive research but its goal is to expose the main issues raised by the subject and defend an argument based on facts and analysis in a synthetical and clearly organized manner.

Essay: 20%
Students will further develop their research on, and analysis of, the subject treated in their presentation in a 10-page paper, due one week after the oral presentation.

Grading conversion (out of 100)

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<thead>
<tr>
<th>FINAL GRADE FOR THE COURSE</th>
<th>GRADES FOR INDIVIDUAL COMPONENTS/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>93-100 : A</td>
<td>B+/A- = 89,5</td>
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<tr>
<td>90-92,5 : A-</td>
<td>A+ = 97</td>
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<tr>
<td>87-89,5 : B+</td>
<td>A'/A = 96</td>
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<tr>
<td>83-86,5 : B</td>
<td>A = 95</td>
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<td>80-82,5 : B-</td>
<td>A'/A- = 92,5</td>
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<tr>
<td>77-79,5 : C</td>
<td>A = 91</td>
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<tr>
<td>73-76,5 : C-</td>
<td>A'/A- = 89,5</td>
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Attendance Policy

Our program is subject to French student visa laws where an active student status is mandatory. As the sponsor of your visa, Boston University has the legal obligation to ensure that you comply with visa requirements. If you do not attend classes or your internship as required, you will be considered to be in breach of your visa and can be deported. Any student who does not comply with this policy may be sent home from the program at the discretion of the program director, and may, as a result, forfeit credit and program costs for part or all of the semester.

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<tr>
<td>1 absence</td>
<td>= -1 point on your final grade</td>
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<td>(courses* or internship**)</td>
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<td>More than 3 unexcused absences</td>
<td>= F for the course</td>
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<td>Unsubmitted written work</td>
<td>= F (0 points) for the assignment in question</td>
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<td>Absence for a presentation or exam</td>
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<tr>
<td>Plagiarism</td>
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*Courses: class sessions, exposé preparation, in-class presentation
**Internship: EUSA meetings, BU Paris workshops, work placement schedule

EXCUSED ABSENCES =
- Absence for illness excused by the certificate of a French doctor
- Internship interview
- OFII medical visit (must have convocation)
- Professional imperative that conflicts with academic workshop

Documentation to be submitted to buparis@bu.edu the day following the absence

TARDINESS

- The professor reserves the right to not admit a tardy student to class or to count a tardy arrival as either a half or whole unexcused absence.
- Late arrivals to class will impact the class participation grade.
- Leaving class before it ends is considered as tardiness.
- Late submission of written work will entail a penalty on the assignment grade.
- Written work submitted more than a week late or after final exams will not receive credit (grade =F).

Students who do not complete a course on time will be given an F.

There are no withdrawals from classes, the internship nor the internship course.

PLAGIARISM – OFFICIAL BU POLICY

Simply stated, plagiarism is taking another’s work and presenting it as your own. It is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. It can take many forms, including reproduction of published material without acknowledgement, or representing work done by others as your own. This includes the increasing common practice of purchasing and downloading work from the Internet “paper mills”. Plagiarism applies to all media – printed matter of all kinds, video, audio, and oral presentation. Even unacknowledged paraphrasing or use of another’s methodology, structure or management of material is plagiarism. You must use quotation when quoting even if you do the translating yourself.

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on the examinations or for plagiarism may be ‘expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean’.

Read the full Academic Conduct Code online at: http://www.bu.edu/academics/policies/academic-conduct-code/
### III. CALENDAR

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<tr>
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<th>Topics and Readings</th>
<th>Assignments and Activities</th>
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| **Session 1** | **Introduction**  
- Presentation of the course, assignment of oral presentation topics  
- What is your perception of the European Union?  
- First look at the EU: a mosaic of states united in diversity |  |

**Part One: Foundations of European Economic Integration**

| **Session 2** | **The origins of European economic integration**  
- European integration as a result of the Cold War  
- Different conceptions, from regional integration to the European Community  
  **Methodological Unit:** finding reliable sources  
  **Readings:**  
  Hugo, Victor, « Discours du 21 août 1849 au Congrès de la paix ».  

| **Session 3** | **Establishment of the internal market and the path to the EU**  
- The Maastricht Treaty and the establishment of the economic and monetary union  
- Successes and limits of economic integration  
- Setbacks of political integration  
  **Methodological Unit:** interpretation of articles  
  **Readings:**  
  CIIE, Les grandes étapes de la construction européenne, www.strasbourg-europe.eu/ |  |

| **Session 4** | **Visit to La Maison de l’Europe**  
29 avenue de Villiers – Paris XVIIème | Visit |

| **Session 5** | **The sound institutional European governance**  
- Role of institutions of the European Union  
- Sharing of powers between institutions and member states  
- The primacy of the intergovernmental approach  
- The democratic deficit  
- Challenges of the future election in May 2019  
  **Methodological Unit:** use of data  
  **Readings:**  
### Part Two: Economic Policies in the Service of the Union

#### Session 6
**The Common Agriculture Policy: between reforms and conservatism**
- Founding principles and mechanisms
- Successes and limits
- The future reform of the CAP: towards a sustainable agriculture

**Methodological Unit:** quoting sources and formatting a bibliography

**Readings:**

#### Quiz 1

#### Session 7
**The Common Monetary Policy**
- From the European Monetary System (EMS) to the Economic and Monetary Union (EMU)
- The single currency
- The Central European Bank
- Criteria for convergence and the Stability and Growth Pact

**Methodological Unit:** writing an analytical essay

**Readings:**

### Part Three: The crisis of European Union

#### Session 8
**The decline of European Union in the global economy**
- European Union: a leading global player
- Strengths and weaknesses of a declining power

**Readings:**

#### Midterm Exam

#### Session 9
**Visit to OECD**
2 rue André Pascal – Paris XVème

#### Visit

#### Session 10
**The social Crisis**
- Unemployment
- The growing of inequalities
- Social dumping
- Posted workers

**Readings:**

#### Oral Presentation n° 1:
"Youth unemployment"
<table>
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<tr>
<th>Session 11</th>
<th>Europe's migration crisis</th>
<th>Oral Presentation n° 2: “The Italian migration crisis”</th>
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<tr>
<td></td>
<td>- The dispersed European policy</td>
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<td>- Schengen: a compromised future</td>
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<td>Readings:</td>
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### Part Four : Challenges

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<tr>
<th>Session 12</th>
<th>To end this crisis</th>
<th>Oral Presentation n° 3: “Greece: towards a way out of the crisis”</th>
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<tr>
<td></td>
<td>- Convergences et divergences of members states on the management of the crisis</td>
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<td>- Austerity, quantitative easing: a mixed record.</td>
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<td>Readings:</td>
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<th>Session 13</th>
<th>Consolidate the European Union</th>
<th>Oral Presentation n° 4: « Brexit »</th>
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<tr>
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<td>- Tensions et risks of European Union’s break-up</td>
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<td></td>
<td>- Brexit</td>
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<td>- Tensions between Eastern and Western European Countries</td>
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<td>Readings:</td>
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<th>Session 14</th>
<th>Review and perspectives of the European Union</th>
<th>Quiz 2</th>
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<tr>
<td></td>
<td>- Sixty Years after the Treaty of Rome does the European Union have a future?</td>
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<td>- Federalism, Europe with variable geometry; Europe &quot;à la carte&quot;, &quot;hard core&quot;: the new paths of European integration</td>
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<td>Readings:</td>
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| Session 15 | Visit to the Paris International Agricultural Show  
Parc des expositions – Porte de Versailles | Visit |
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<tr>
<td>Session 16</td>
<td>Review session</td>
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<tr>
<td>Last Friday</td>
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<td>Final Exam</td>
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**IV. ADDITIONAL BIBLIOGRAPHY**

**Books**


**Reviews, special issues on the EU**


*Crise de la zone euro : où en sommes-nous?*, La documentation française, revue Cahiers français, n° 387, juillet-août 2015.

**Websites specialized on the EU**

[www.europa.eu](http://www.europa.eu) (site officiel de l’Union européenne)

[www.ec.europa.eu/eurostat](http://www.ec.europa.eu/eurostat) (site des statistiques européennes)

[www.euractiv.fr](http://www.euractiv.fr) (l’actualité des politiques européennes)

[www.robert-schuman.org](http://www.robert-schuman.org)

[www.presseurop.eu](http://www.presseurop.eu) (l’actualité économique, politique et sociale de l’UE)