
PSC 2380-001

Spring 2022

European Politics

Day/Time: T/Th 2:30pm-3:45pm

<https://elearning.villanova.edu/>

Room: Chemical Engineering Building 204

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Office Hours

Tuesdays: 10–11am, 4–5pm.

Sign-up: [Calendly](#)

Location: [Zoom](#)

COURSE DESCRIPTION:

In this course, we will explore the origins, institutions, successes, and challenges of the post-WWII project of European unification. We will begin by exploring the historical rationale for establishing the European Union, evaluate the institutions created by this union, and consider how these institutions affect the political economy of European integration (past, present, and future). In the second half of the course, we will explore the root causes for the rise of anti-EU (or Eurosceptic) parties across the union and discuss what this means for the future of the European project. Each student will choose a populist Eurosceptic party to follow throughout the term and will write a critical analysis on the determinants of the party's successes (or failures).

Core Topics

1. History of European integration
2. European institutions
3. Rise of populism and Eurosceptic parties

Course goals

1. Sharpen analytical skills
2. Understand the interplay of politics, economics, and institutions in the EU
3. Analyze the rise of populist parties in Europe

LEARNING METHODOLOGY:

The course will be split into two sections. The first will focus on the history and theories of European integration. The second will explore the contemporary rise of populist, Eurosceptic political parties.

Our class sessions will combine a mix of lecture and discussion, with occasional puzzles for you to grapple with as a group. Class slides will be made available **after** each session (please do not ask for advanced access). The reason to provide the slides only after class is to keep you all engaged in an active learning mode. It is important for you not to be able to see the answers to puzzles until we have struggled through them as a group. You will be tested on your understanding of the course material through a combination of in-class exams and an analytical essay. The two exams (midterm and final) will count equally towards your final grade (30% each), and will cover the first and second halves of the course, respectively. If you miss the midterm for an excused reason, makeup exams will occur on the day of the final exam (you will take both concurrently). The writing assignment (30%) will allow you to apply the material to a contemporary populist party of your choosing (from a list to be posted in Week 2). Your active participation in class discussion and activities will count for the final 10%.

READINGS:

The course readings will be drawn from one textbook on the European Union (available for purchase in the bookstore), two chapters from a scholarly text on economic austerity (book available online at Falvey Library), and several scholarly research articles. All readings (not from the assigned book) will be made available on the course webpage.

John McCormick. 2017. *Understanding the European Union: A Concise Introduction*. Palgrave, 7th edition.

REQUIREMENTS:

Class attendance and participation (10%)

Our in-person classroom sessions will combine a mix of lecture and discussion. Class slides will be made available after each session. Class attendance and participation will count towards 10% of your final grade, which includes multiple groups projects.

Covid-19 protocol:

- You must wear a face covering in the classroom at all times.
- If you are feeling ill, please contact the instructor to make alternative arrangements.

Exams (60%)

You will have two exams (mid-term and final), each consisting of definitions, multiple-choice, short answer, and short essay questions. The mid-term exam will be worth 25% of your final grade and will cover material from weeks 1–6. The final exam will be worth 35% of your final grade and will be comprehensive.

Analytical Essay (30%)

You will write an analytical essay about a populist, Eurosceptic party of your choosing. In Week 3 you will choose your party and follow it in the news throughout the semester. In

Week 9 you will submit your argument about the rise of your chosen party followed by your one-page outline of the paper along with a sample of sources in Week 11 (together worth 5%), and you will present your preliminary research (asynchronously via video recording) during Week 14 (5%). Several classmates will view your presentation and offer you feedback on how you can improve your project before submitting your final draft (20%) on Monday, April 25 by 5pm.

GRADE DISTRIBUTION

Grading Scale. 94-100, A; 90-93, A-; 88-89, B+; 84-87, B; 80-83, B-; . . . 0-60, F.

Academic Integrity. University standards on plagiarism apply to all work. Please familiarize yourself with these regulations.

Grade Appeals. You will be graded on your academic performance through multiple low-stake assessments. If you believe you received an incorrect grade, you may formally appeal it to me. The appeal will consist of a one-page typed explanation that identifies the problem and presents a reasoned argument for the proposed change. Due to FERPA rules and procedures, I will not discuss grades over email.

Electronic Devices. The use of laptops or tablets in class is allowed. Phones are not allowed in class. I strongly recommend that all students attempt to take notes on paper. To understand why, see this [article](#), which overviews the empirical evidence showing that students who take notes with pen and paper perform better on exams.

OFFICE HOURS

I am available for office hours on Tuesdays between 10:00-11:00AM and 4:00-5:00PM via Zoom. Please sign-up for a 15-minute time slot via [Calendly](#). If you cannot make these times, please write to me in advance and we will find a time that is suitable for us both.

IMPORTANT DATES

- 24-Feb-22:** Midterm exam
- 11-Mar-22:** Essay argument due by 5pm
- 25-Mar-22:** Essay outline due by 5pm
- 11-Apr-22:** Presentation recordings due by 5pm
- 25-Apr-22:** Essays due by 5pm
- 06-May-22:** Final exam, 2:30-5:00PM

LEARNING SUPPORT, ACADEMIC INTEGRITY, AND ABSENCES:

Office of Disabilities (ODS) and Learning Support Services (LSS): It is the policy of Villanova to make reasonable academic accommodations for qualified individuals with disabilities. Go to the Learning Support Services website ([link](#)) for registration guidelines and instructions. For physical access or temporarily disabling conditions, please contact the Office of Disability Services at (610) 519-4095 or email stephen.mcwilliams@villanova.edu. Registration is needed in order to receive accommodations.

Classroom Behavior: All students will respect each other in class and outside of class; this is a zero tolerance policy.

Academic Integrity: All students are expected to uphold Villanova's Academic Integrity Policy and Code. Any incident of academic dishonesty will be reported to the Dean of the College of Liberal Arts and Sciences for disciplinary action. For the College's statement on Academic Integrity, you should consult the [Student Guide to Policies and Procedures](#). You may view the University's Academic Integrity Policy and Code, as well as other useful information related to writing papers, at the [Academic Integrity Gateway](#) web site.

Absences for Religious Holidays: Villanova University makes every reasonable effort to allow members of the community to observe their religious holidays, consistent with the University's obligations, responsibilities, and policies. Students who expect to miss a class or assignment due to the observance of a religious holiday should discuss the matter with their professors as soon as possible, normally at least two weeks in advance. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the absence. See the [Provost's policies on religious holidays](#).

SCHEDULE: The weekly schedule is subject to change.

WEEK 1 - Introduction

Class 1: (11-Jan-21) Introduction

Read: the syllabus (see why, [here](#)).

Class 2: (13-Jan-21) What is the European Union?

Read: McCormick, Ch. 1 (1–23).

WEEK 2 - Origins of the European Union

Class 3: (18-Jan-21) The evolution of the EU

Read: McCormick, Ch. 3 (48–72).

- Why did countries opt to give up elements of sovereignty?

Class 4: (20-Jan-21) EU enlargement

Read: Schneider, Christina J. 2009. *Conflict, negotiation and European Union enlargement*. Cambridge University Press: Ch. 1 (pp. 1–8 only), Ch. 2 (p. 12–32).

- What is Dr. Schneider’s argument?
- What puzzle is she addressing?

Read: list of EU candidate countries [here](#).

- In class: In five groups, discuss the likelihood of these countries acceding to the EU given Dr. Schneider’s argument on the distributional gains/losses from accession. I will assign each group a different candidate country. One student should volunteer to take notes on a shared google doc; another student should volunteer to be spokesperson.
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WEEK 3 - Functioning of the EU

Class 5: (25-Jan-22) The European Institutions

Read: McCormick, Ch. 4 (73–95).

- What is the function of each institution

Class 6: (27-Jan-22) The European Council

Read: A backgrounder on EU Summits from [EuroNews](#).

Film screening in class: *A History of the European Council* [[link](#)]

WEEK 4 - EU Policy Process

Class 7: (01-Feb-22) The EU Policy Process: Schulhaus Rock

Read: McCormick, Ch. 6 (120–144).

- What are the voting rules for “legislation”?
- How does a bill become a law?

Class 8: (03-Feb-22) The European Copyright Directive and the Brussels Effect

Read: Bradford, Anu. 2020. *The Brussels effect: How the European Union rules the world*. Oxford University Press: pp. 7–24.

Read about the EU’s Copyright Directive by the Brookings Institute: Ally Boutelle and John Villasenor, Feb. 2, 2021. “[The European Copyright Directive: Potential impacts on free expression and privacy](#).”

- During class: I will put you into small groups to discuss the Brussels Effect and the Copyright Directive.
 - One student should volunteer to take notes on a shared google doc; another student should volunteer to be spokesperson.
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WEEK 5 - Internal Policy and Legal Integration

Class 9: (08-Feb-22) - Internal Policy

Read: McCormick, Ch. 8 (169–193).

- How does internal EU policy impact deeper integration?

Class 10: (10-Feb-22) - Domestic politics and the ECJ

Read: Peritz, Lauren. 2018. Obstructing integration: Domestic politics and the European Court of Justice. *European Union Politics* 19(3), pp.427-457.

- Do ECJ rulings increase trade?
- How do veto players affect compliance?

WEEK 6 - Economic Integration

Class 11: (15-Feb-22) The Single Market

Read: McCormick, Ch. 7.

- What are the benefits of the single market? What are the costs?

Class 12: (17-Feb-22) Politics of monetary integration

Read: Jeffrey A Frieden. 2002. Real sources of European currency policy: Sectoral interests and European monetary integration. *International Organization*: 831–60.

- What are the preferences for monetary integration for different groups and why?
- What groups/countries did monetary integration benefit?

WEEK 7 - MIDTERM

Class 13: (22-Feb-22)

Review of first half of class.

Class 14: (24-Feb-22) Mid-term Exam (25% of final grade)

Definitions, multiple-choice, true-false, and short-answer questions

WEEK 8 - SPRING BREAK

No class (1-Mar-22)

No class (3-Mar-22)

WEEK 9 - Populism Overview

Class 15: (08-Mar-22) Defining Populism

Read: Urbinati, Nadia. 2019. Political theory of populism. *Annual Review of Political Science* 22: 111-127.

Class 16: (10-Mar-22) Causes of Populism

Read: Berman, Sheri. 2021. The Causes of Populism in the West. *Annual Review of Political Science* 24: 71-88.

***Due on Friday, March 11 by 5:00PM:** Argument for analytical essay

Upload your one-sentence argument to the course Blackboard page. Your argument should start "In this essay, I argue that..." and include (at a minimum) your party, your timeframe (e.g., which election), and the cause of its rise in popularity. Think about how the theories from Prof. Berman's article could help in explaining your party's rise.

WEEK 10 - Populism causes: cultural backlash or economic grievance?

Class 17: (15-Mar-22) Cultural backlash

Read: Inglehart, Ronald F. and Pippa Norris. Trump, Brexit, and the rise of populism: Economic have-nots and cultural backlash. *RWP16-026*.

Class 18: (17-Mar-22) Economic grievance and Brexit

Read: Colantone, Italo, and Piero Stanig. 2018. Global competition and Brexit. *American Political Science Review* 112(2): 201-218.

WEEK 11 - Populism causes: Cleavage politics and immigration

Class 19: (22-Mar-22) Cleavage politics

Read: Ford, Robert and Will Jennings. 2020. The changing cleavage politics of Western Europe. *Annual Review of Political Science* 23: 295-314.

Class 20: (24-Mar-22) Immigration attitudes

Read: Alarian, Hannah M. and Michael Neureiter. 2021. Values or origin? Mandatory immigrant integration and immigration attitudes in Europe. *Journal of Ethnic and Migration Studies* 47(5): 1006-1027.

***Due on Friday, March 25 by 5:00PM:** One-page outline for analytical essay

Upload your one-page outline and updated argument (based on my suggestions) to the course Blackboard page. Your outline should have two elements: your argument, followed by 3-5 bullet points that briefly summarizes your evidence. Consider these bullet points the topic sentences for each body paragraph. Include at least three academic sources you will use in your paper.

WEEK 12 [ONLINE] Populism Causes: global financial crisis?

Class 21: (29-Mar-22) Economic crises and deeper integration ([Zoom](#))

Read: Peritz, Lauren, Ryan Weldzius, Ronald Rogowski, and Thomas Flaherty. 2021. Enduring the Great Recession: Economic integration in the European Union. *The Review of International Organizations*: 1-29.

Class 22: (31-Mar-22) No Class Meeting

Watch: “[Europe on the Brink](#).” WSJ Documentary. 2012. (23 minutes)

WEEK 13 - Populism Causes: austerity?

Class 23: (05-Apr-22) Austerity, Part I

Read: Blyth, Mark. 2013. Austerity: The history of a dangerous idea. Oxford University Press: Ch. 1 (online version via Falvey Library [here](#)).

Class 24: (07-Apr-22) Austerity, Part II

Read: Blyth, Mark. 2013. Austerity: The history of a dangerous idea. Oxford University Press: Ch. 3 (online version via Falvey Library [here](#)).

Read: Giles, Chris. 2020. Global economy: the week that austerity was officially buried. *Financial Times*, October 16, 2020.

WEEK 14 [ONLINE] - Presentations of research projects

***Due by Monday (11-Apr) by 5pm:** upload your presentations

- Max. length 5 minutes +/- 30 second buffer; see example on course webpage

Class 25: (12-Apr-22) Asynchronous viewing of presentations followed by a discussion.

Class will be held on Zoom. I will assign each of you four presentations to view and leave feedback. We will then have a conversation on what everyone learned from this exercise and how you can improve your papers for the final submission.

No class - Easter recess (14-Apr-22)

WEEK 15 - “Solutions” to Populism in Europe

Class 26: (19-Apr-22) Financial integration

Read: Esteve-Gonzalez, Patricia, Helmut Herwartz, and Bernd Theilen. 2021. National support for the European integration project: Does financial integration matter? *Economics & Politics* 33(2): 357-378.

Class 27: (*21-Apr-22*) Opposing disintegration

Read: Walter, Stefanie. 2020. The Mass Politics of International Disintegration.

WEEK 16 - Course Review

***Due on Monday, April 25 by 5:00PM:** Analytical essays

Class 28: (*26-Apr-22*) Contemporary Populism in the US and EU

No Readings

Watch (in class): The Brink (2019).

Class 29: (*28-Apr-22*) Final Exam Review

Check your final review guide and come with questions

FINALS WEEKS

Final Exam (35%) (*06-May-22*) 2:30-5:00PM