Subject Name: The European Union: Post-war integration, 1945 to present

POL 210 / EURO 220

Subject Outline: Spring 2007

| Credit Points | 8 |
| Pre-requisites | 36p at (36cp including 6cp POL) or (36cp including 6cp AUST) or (36cp including 6cp HIST) or (36cp including 6cp of FREN) or (36cp including 6cp of ITAL) or (36cp including 6cp of SPAN) |

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- E-mail: joakim@uow.edu.au
- Office: 19.2093
- Consultation times: announced in Week 1

For Arts Enquiries:
- Arts Central, room 19.1050, Monday-Friday, 8.30am-5.30pm, phone 4221 5328, www.uow.edu.au/arts, fac_arts@uow.edu.au
- Staff contact details, timetable, assignment coversheets, handbooks, assignment submission, administrative forms, general information
<table>
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<tr>
<th>Week</th>
<th>Beginning</th>
<th>Lecture topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Mon 23 July</td>
<td>Regional integration in theory and practice</td>
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<tr>
<td>2</td>
<td>Mon 30 July</td>
<td>The historical background to European integration</td>
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<td>3</td>
<td>Mon 6 August</td>
<td>From Cold War to the EEC</td>
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<td>4</td>
<td>Mon 13 August</td>
<td>Britain and Europe: In or out?</td>
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<td>5</td>
<td>Mon 20 August</td>
<td>From 9 to 15: Expansion and German unification</td>
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<td>6</td>
<td>Mon 27 August</td>
<td>Post-Cold War and the EU 1993-2006</td>
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<td>7</td>
<td>Mon 3 September</td>
<td>EU institutions and National Sovereignty</td>
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<td>8</td>
<td>Mon 10 September</td>
<td>Case Study 1: Common Agricultural Policy</td>
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<td>9</td>
<td>Mon 17 September</td>
<td>Case Study 2: Monetary Union and Trade</td>
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<td>Mon 24 September</td>
<td>Recess</td>
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<td>10</td>
<td>Mon 1 October</td>
<td>Reading Week</td>
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<td>11</td>
<td>Mon 8 October</td>
<td>Case Study 3: Common Foreign and Security Policy/Defence</td>
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<td>12</td>
<td>Mon 15 October</td>
<td>The role of the EU in world affairs</td>
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<td>13</td>
<td>Mon 22 October</td>
<td>EU: A model for other areas? What does the future hold for the EU?</td>
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Subject Description

This subject examines the political, economic and social processes driving European regional integration from the end of World War Two to the present day. It explores the thinking behind and the development of the European Economic Community (EEC), the pivotal role of France and Germany in European integration, US influences on integration, and the question of how sovereignty has been affected, if at all, by regional association. We also examine the influences of the Soviet bloc and the post-Soviet world on the processes of European consolidation and expansion. The EU’s different roles and influence internationally will be examined and we will also follow what happens in the EU on a weekly basis during the course. Special emphasis is given to the relationship between the member states and the EU, between sovereignty and the EU institutions.

Assessment Summary

<table>
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<tr>
<th>Assessment</th>
<th>Length</th>
<th>Due Date</th>
<th>Weighting</th>
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<tr>
<td>1 Tutorial presentation and annotated bibliography</td>
<td>10 minutes and 10 sources</td>
<td>On the day of the presentation</td>
<td>20 %</td>
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<tr>
<td>2 Quiz 1 (in tutorial)</td>
<td></td>
<td>Thursday 23 August, Week 5</td>
<td>5 %</td>
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<td>3 Essay</td>
<td>2500 words</td>
<td>Monday 22 October 5 pm</td>
<td>30 %</td>
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<tr>
<td>4 Class Participation</td>
<td></td>
<td>Ongoing</td>
<td>10 %</td>
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<tr>
<td>5 Exam</td>
<td>3 hours</td>
<td>In Examination week</td>
<td>30 %</td>
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Class Contact Details

- Contact details for the subject co-ordinator can be found on the title page. Contact details for any other staff teaching the subject will be announced in Week 1.
- Lecture and tutorial times and locations are available from the University’s home page. Please note that tutorial times on the timetable are provisional.
- Students should have enrolled in tutorials via SOLS before the start of session.
- Those with time tabling difficulties should see the Subject Co-ordinator.

Subject Requirements

- **Attendance requirements**: Attendance at both lectures and tutorials is mandatory. There is a formal requirement to attend 80 % of classes overall to pass this subject.

You are expected to prepare each week by doing at least one hour’s reading from the subject reader and other resources. Check the tutorial topics each week and come prepared.

- **Completing the subject**: To complete this subject to a satisfactory level you must:
  1. Attend at least 80 % of tutorials and lectures
  2. Complete all assessment tasks.
Failure to meet the attendance requirements without acceptable medical or other documentation will result in a technical fail mark being recorded for this subject, even if you have submitted all assessment tasks.

- **Extensions for written work:** You are responsible for meeting the deadlines set for assessment tasks in this subject as specified above. Plan your reading systematically and work steadily to ensure that you avoid work bottlenecks, spread your study load evenly over the session and meet these deadlines and those in other subjects. Should you find that you are having difficulty in meeting a deadline, or believe that you have extenuating personal or family circumstances, you should apply for Special Consideration. Extensions are not always granted.

- **Penalty for late submission of work:** Late work (i.e. any work required for assessment that has not been given an extension) will be subject to a 10% penalty per day. The penalty is applied to the original mark awarded. Work submitted after seven calendar days will not be marked and will be given a mark of 0. (Note that you will still need to submit an assessment task to satisfy the subject requirements, even if your task will not be graded.)

Failure to meet these requirements can lead to a technical fail in the subject.

**Textbook and Subject Reader Information**

The POL 210 subject reader is available from the Unishop. This contains one or more readings for each tutorial week. Students are expected to supplement their reading through other sources. The reading lists are not intended as an exhaustive list - students should use the Library catalogue and journal databases to locate additional resources, especially for essays and tutorial presentations.

The recommended readings are not intended as an exhaustive list - students should use the Library catalogue and databases to locate additional resources.

**Other Information**

The European Union is at an interesting stage and much will be happening this session. The Internet gives us the opportunity to view major daily newspapers in the EU and other countries for comment so this will also be good for some of the more topical issues. Through “the EU of the week”, each student will bring in an article from a newspaper or another source which discusses a topic related to the EU activities the particular week in question. This will allow us to keep up to date on what happens in the EU as we go through the session.
Assessment Tasks - in detail

1: Tutorial presentation and annotated bibliography

Due: On the day of tutorial presentation
Weighting: 20%

An oral presentation with a written annotated bibliography of 10 sources
In the first tutorial class you will be asked to select a question from a week for presentation in tutorial. You will make a 10-15 minutes oral presentation to the tutorial group. You must consult at least TEN separate sources (excluding web sources other than ‘serious’ academic and newspaper articles, or primary sources accessed on-line) to prepare your presentation. For the oral presentation it is important that you:

- answer the question clearly;
- explain your reasoning for the position you take;
- present evidence for your conclusions

On the day of the presentation you must also submit a word-processed fully referenced annotated bibliography or a bibliographical review of 1000 words critically evaluating the sources used and explaining why they are valuable in relation to the topic you have chosen. You will be expected to write about 100 words on each of your sources to be concise.

You may find it useful to include several primary source quotes. Use your time effectively and keep within the 10-15 minute limit.

NB: A tutorial presentation is an exercise in convincing others you know what you are talking about. To do this effectively you have to be familiar with the material so prepare well and do not read from a paper. You are assessed mainly on content, that is, on how well you answer the question, as well as your ability to respond to questions/queries. Speak clearly and try to make the topic interesting and comprehensible to your audience. At the end of your presentation you will need to be prepared to answer questions and to ask questions of your own in the remainder of the tutorial.

2: Quiz 1

Due: Thursday 23 August, Week 5
Weighting: 5%
Length: Approximately 15-20 questions

3: Major essay

Due: Monday 22 October by 5 pm
Weighting: 30%
Length: 2500 words
A fully referenced essay answering one of the questions distributed on in week 9

4: Tutorial participation
Participation in Tutorials/Seminars

A tutorial is a place where the ideas raised in the lecture are developed through class discussion. Students do a great deal of the teaching in tutorials; they teach themselves and develop their own understanding of the subject through argumentation. Your tutor will not give mini-lectures if you do not know the material. You are expected to be well prepared and be capable of contributing to a discussion, not only when it is your turn to present information but every week.

Attendance is turning up; participation requires involvement. You are assessed on participation.
Learning Outcomes/Tertiary Literacies

Learning Outcomes
On completion of this subject students will:

1. Use electronic databases and the Internet to identify and exploit primary and secondary sources.
2. Demonstrate an understanding of the political, economic, and social causes underpinning European integration and the creation and evolution of the EEC/EU and several other European institutions and organizations.
3. Demonstrate a basic understanding of the structure and role of the EEC/EU, structural changes, and the relationship between supranational institutions and nation states.
4. Demonstrate a knowledge of the identity and role of the major states that promoted, influenced and challenged moves towards European integration.
5. Express clearly in written and oral form views on issues raised by the subject.

Tertiary literacies
Students will acquire the following as a result of explicit teaching/learning activities in this subject:

1. A commitment to continued and independent learning, intellectual development, critical analysis and creativity;
2. Self-confidence combined with oral and written communication skills of a high level;
3. An ability to logically analyse issues and critically evaluate arguments; coherent and extensive knowledge in a discipline;
4. A desire to continually seek improved solutions by demonstrating understanding of the research process.

Conventions Governing Written Work

Consult the relevant School and Program on the Faculty of Arts website for the appropriate referencing system used for this subject at www.uow.edu.au/arts

Presentation

- assessments must be laid out in 1.5 line spacing (minimum) or in double spacing
- use A4 paper
- leave a margin of no less than 4 cm
- use only one side of the paper
- all assessments should be word processed
- all assessments must be page numbered, including bibliographies or works cited (not including coversheets or title pages).

Plagiarism

Giving and gaining credit for ideas is so important that a violation of established procedures has a special name: plagiarism. Plagiarism means using the ideas of someone else without giving them proper credit. That someone else may be an author, critic, journalist, artist, composer, lecturer, tutor or another student. Intentional plagiarism is a serious form of
cheating. Unintentional plagiarism can result if you don’t understand and use the acceptable scholarly methods of acknowledgment. Plagiarism will not be tolerated. Irrespective, the University may impose penalties which can be very severe.

For full details about the University’s plagiarism policy see:  

Please be careful to avoid plagiarism of any kind.

Stupidity or ignorance are not excuses; it is your responsibility to ensure that you understand what constitutes plagiarism and that you do not plagiarise.

If you are not sure exactly what constitutes plagiarism, speak with the subject coordinator during consultation times. The penalty for plagiarism in this subject can be a zero fail for the assessment task. In particularly serious cases, further action may be taken that may result in a fail being recorded for the entire subject and disciplinary procedures against a student by the Faculty or University administration.
Submission of Assignments

• Unless your tutor or lecturer asks you to do otherwise, submit all assignments by depositing them in one of the three School slots opposite the Enquiry Centre (19.1050 in the Arts building).

• All assignments deposited in the School slots must have a cover sheet attached. Ensure that all sections are filled in including your tutor’s name and the assignment question. Coversheets can be found above the bench opposite the Enquiry Centre. You can also download a coversheet from the Faculty’s webpage at: www.uow.edu.au/arts/coversheets/index.html - Make sure you download both pages.

• Receipts are not mandatory (you can just drop the assignment in the box if you wish), but if you want a receipt for your assignment, just fill out the bottom section of the coversheet and ask the person to whom you submit the piece of work to date-stamp it for you.

• Students must keep a copy of all work/assignments handed in.

• Assignments sent by fax or e-mail will not be accepted unless agreed between the lecturer and student.

Return of Assignments

• Assignments submitted during session will be returned to you by your lecturer or tutor. The Enquiry Centre does not hold any assignments during session.

• Assignments submitted at the end of session will be held at the Enquiry Centre until the end of Week 3 of the following session. After this time, assignments will be disposed of. Please take your student card with you when collecting your work.

During this period, assignments can be collected: Monday-Friday between 10.30am-12.30pm and 2.30pm-4.30pm.

Special Consideration

Students who miss a deadline, or fall below the minimum attendance requirements, or otherwise find their work in the subject affected by illness or serious misadventure should lodge a formal request for Special Consideration via SOLS. The procedures for lodging a request are available at: www.uow.edu.au/handbook/courserules/specialconsideration.html
The University has in place codes of practice, rules and guidelines that define a range of policy issues on both educational and student matters. The policies relevant to the Faculty of Arts and their web addresses are as follows:

**Code of Practice Teaching & Assessment**: www.uow.edu.au/handbook/codesofprac/teaching_code.html
**Code of Practice Honours**: www.uow.edu.au/handbook/honourscode.html
**Code of Practice Students**: www.uow.edu.au/handbook/codesofprac/cop_students.html
**Code of Practice Student Discipline**: www.uow.edu.au/handbook/generalrules/student_discipline_rules.html
**EEO Policy**: staff.uow.edu.au/eed/eeopolicy.html
**Special Consideration Policy**: www.uow.edu.au/handbook/courserules/specialconsideration.html
**Non-Discriminatory Language Practice & Presentation**: staff.uow.edu.au/eed/nondiscrimlanguage.html
**Student Academic Grievance Policy**: www.uow.edu.au/handbook/courserules/studacgrievpol.html

**Support Services**

Both the Faculty and the University offer support services to its undergraduates.

**Arts Administrative Support**
Faculty of Arts Enquiry Centre - 19.1050
phone: 02 4221 5328     fax: 02 4221 5341
www.uow.edu.au/arts

**Sub Dean**
To make an appointment to see the Sub Dean, contact the Sub Dean’s Assistant at the Arts Enquiry Centre or phone: 02 4221 4838

**Course Readers and Textbooks**
UniShop - Building 11
phone: 02 4221 8050     fax: 02 4221 8055
unishop.uow.edu.au

**Student Administration**
Student Service Central - Building 17
phone: 02 4221 4322
e-mail: studenq@uow.edu.au
www.uow.edu.au/student/centre
www.uow.edu.au/student/sols

**Disability Liaison Officer** - Building 11
third floor of the UniCentre building
phone: 02 4221 3445     fax: 02 4221 5667
www.uow.edu.au/student/services/ds

**University Library**, including the Faculty Librarian
Building 16
phone: 02 4221 3548
library.uow.edu.au

**Learning Assistance**
Learning Resource Centre - 19.G102
phone: 02 4221 3977
www.uow.edu.au/student/services/ld

**Careers Service** - Building 11
phone: 02 4221 3325
www.uow.edu.au/careers

**Counselling Service** - Building 11 (level 3)
phone: 02 4221 3445
www.uow.edu.au/student/services/cs

**Woolyungah Indigenous Centre** - Building 30
( Aboriginal Education Centre)
phone: 02 4221 3776     fax: 02 4221 4244
www.uow.edu.au/aec

**Faculty Handbook**

The Faculty issues a Handbook free of charge to all students enrolled in an Arts Subject. It contains information on the structure of the Faculty’s degrees, the majors offered, the more important University policies and other matters that may affect your time as a student in the Faculty.
Marking Scale for Essays

The Grades of performance for undergraduate subjects are listed in the schedules & course structures. The grades of performance and associated ranges of marks are used for 100, 200, 300 and 400 level Politics subjects. Your work is assessed according to the following guidelines.

**Fail (0%—44%):** The essay does not meet the minimum requirements expected of an academic essay. This could occur for many reasons, for example:

- your essay may not answer the question;
- it may rely on too narrow a base of sources (i.e. two or three only);
- it does not have an argument;
- it does not present a referenced argument and is therefore an opinion;
- it is marred by poor expression;
- it does not observe the conventions of academic essay writing;
- it shows evidence of failure to adequately acknowledge sources;
- it contains factual errors;
- it may be poorly paraphrased, even when you have acknowledged sources and so may be just a series of quotes;
- or it could be a combination of the above points.

**Pass Conceded (45%—49%):** An essay does not meet the requirements of a pass grade. For example the sources used may be too few; the essay may not observe the required conventions; the essay may be poorly organised an expressed.

**Pass (50%—64%):** The essay covers a reasonable number of relevant points raised by the question; shows an adequate range of sources; demonstrates a knowledge of basic concepts raised by the question; mounts an argument; observes the conventions as set out in the essay writing guide; is clearly written and expressed.

**Credit (65%—74%):** The essay shows some originality in judgement and argument with a capacity to evaluate competing positions; relevant terms and concepts used are clearly established and explained; the sources demonstrate a wider range of reading and research then for a pass essay; the writing style and expression are of a higher level than for a pass essay.

**Distinction (75%—84%):** The essay demonstrates a marked degree of originality in thought and organisation; it has a high degree of precision and rigour in the argument it expresses; it clearly demonstrates the capacity to critique contradictory positions and to draw conclusions; it reflects wide reading of sources and takes a critical approach to sources used.

**High Distinction (85%—100%):** A High Distinction grade is reserved for essays that demonstrate exceptional levels of intellectual rigour, structure, prose, organisation, research and argument. The grade is, as the name implies, a level exceeding the distinction grade.
Final marks in this subject that fall in the range 45-49% fall into the category of Pass Conceded or Pass Terminating. See the subject convener for further explanation.
POL 210 Tutorial Schedule and Readings

POL210: The European Union, 1945 to the present
Post-war European discord, collaboration and integration

The beginning (1961) and end (1989) of the Berlin Wall

SELECT BIBLIOGRAPHY OF WORKS ON EUROPEAN INTEGRATION

GENERAL BIBLIOGRAPHY ON EUROPE & THE COLD WAR


BASIC BIBLIOGRAPHY ON THE EEC/EUROPEAN UNION
(USEFUL IN PREPARING MOST TUTORIAL QUESTIONS AND ESSAYS)

A. Blair, Companion to the European Union (London, 2006)
S. Henig, The Uniting of Europe: From Discord to Concord (London, 1997).
Available in the Union Bookshop, price $59.46 with discounts.

COUNTRY- AND REGION-SPECIFIC BIBLIOGRAPHY ON THE EEC/EU

R. Fritsch-Bournazel, Europe and German Unification (New York, Berg, 1992). [Contains useful primary sources]
B. Heurlin (ed.), Germany in Europe in the Nineties (Basingstoke, 1996).
A. May, Britain and Europe Since 1945 (London 1999).
T. Pedersen, Germany, France and the Integration of Europe. A Realist Interpretation (London, 1998).
S. Serfaty, France, de Gaulle and Europe. The Policy of the Fourth and Fifth Republics Toward the Continent (Baltimore, 1968).
R. Tilford (ed.), The Ostpolitik and Political Change in Germany, (Hampshire, 1977).
F. Willis, France, Germany and New Europe 1945-67, (Stanford, 1968).
J. W. Young, Britain, France and the Unity of Europe, 1945-51, (Leicester, 1984).

GENERAL BIBLIOGRAPHY ON THE EEC/EU

D. Dinan Ever Closer Union? An Introduction to European Integration (Boulder, 2005)
D. Dinan, Ever Closer Union? An Introduction to the European Community (Basingstoke, 1994).
M. Holmes, European Integration. Scope and Limits (Houndmills, 2001).
A. Landau and R. G. Whitman, Rethinking the European Union. Institutions, Interests and Identities (Basingstoke, 1997).
M. Rhodes, P. Heywood and V. Wright (eds.), *Developments in West European Politics*, (Houndmills, 1997).
R. Sakwa and A. Stevens, *Contemporary Europe* (Basingstoke, 2006)

**BIographies of Key Persons**


**Key Journals**

*European Foreign Affairs Review*
*Foreign Affairs*
*International Affairs*
You will be expected to make use of the Library’s on-line Electronic Databases, especially CIAO (Columbia International Affairs Online), Expanded Academic Index or ProQuest 5000 to search for articles. These are especially useful for researching more recent topics such as Turkey and the EU, Common Foreign and Security Policy (CFSP), US-EU relations, etc.

**SELECT PRIMARY SOURCES**

**Memoirs**


R. Jenkins, A Life at the Centre (London, 1991). [Former President of the European Commission]


M. Thatcher, The Downing Street Years (London, 1993). [Ex-PM of the UK]


**Periodicals**

The Economist

The Times [UK]

The Independent [UK]

The Guardian [UK]

The New York Times [US]

Washington Post [US]

Le Monde [France]

El Pais [Spain]

Die Zeit [Germany]

There are now 25 EU countries – use your language skills and your imagination.


New York Times. [Daily newspaper]


SOME OTHER SOURCES (MAINLY JOURNAL ARTICLES) APPEAR IN TUTORIAL AND ESSAY READING LISTS.

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**NOTE ON TUTORIAL BIBLIOGRAPHIES**

Bibliographies accompanying the tutorial questions contain specific journal articles/book chapters not listed in the bibliographies above. For your reading, you should also check through the bibliographies at the start of the subject, as well as electronic databases and relevant primary sources.
WEEK 2

Discussion of subject outline and allocation of tutorial questions.

General questions for consideration:

- Why do states cooperate?
- What types of international cooperation exist among states?
- Are regional organizations just trade blocks?
- What is ASEAN? What is NAFTA? What are CARICOM and the PIF?
- Can the European Union really be a model for other regional organizations?
- What are the benefits for developing countries in joining regional organizations?
- Are there any drawbacks to regional integration?

Reader


Further Reading

Acharya, Amitav, ‘The Association of Southeast Asian Nations: “Security Community” or Defence Community”? Pacific Affairs, 64 (2), Summer 1991, pages 159-177

Antolik, Michael, ASEAN and the Diplomacy of Accommodation, New York, 1990


Bergstein, C. Fred, ‘APEC and World Trade’, Foreign Affairs, 73 (3), May-June 1994, pp. 20-26

Bouzas, Roberto and Jaime Ros (eds) Economic integration in the western hemisphere, Notre Dame, Ind., University of Notre Dame Press, c1994

Bretherton, Charlotte The European Union as a global actor, New York, Routledge, 1999


Phelan, Nancy, *Pieces of heaven: in the South seas*, St Lucia, Qld, University of Queensland Press, 1996


Wallace, W., (ed.), *The Dynamics of European Integration*, London: Pinter, 1990
WEEK 3: Obstacles to integration

Reader


Tutorial question:

War and European States

Who were the great powers of Europe from the 14th to the 19th centuries? What were their main strategies adopted in pursuing national interest? How successful were they at achieving their goals?

General questions:

- What forms of regional integration have been tried in the past in Europe? How successful have they been?
- Why has Europe had so much war?
- How did German unification affect European state relations?
- What were the causes of the Franco-Prussian War of 1870?
- Is empire inherently unstable? Why or why not?
- What were the largest threats to peace in Europe during the nineteenth century?
- What were the largest threats to peace in Europe during the twentieth century?
- How much did economic rivalry have to do with the first World War?
- Did the Versailles Treaty go too far?

Further Reading


Other general works on European history and the leaders of Germany, Britain, France, Italy prior to WWII.
Week 4: Cold War to EEC

Reader


Tutorial Question

Europe, the US and Marshall Aid

What were the key features of the Marshall plan? Was it a success when judged by its own objectives? Why did the US offer Marshall Aid to Europe?

General questions:

- Who put forward the idea of a “United States of Europe”? When was this and why? Was Winston Churchill in favour of European integration?
- What role did the war-time resistance groups play in promoting the idea of European integration, and why?
- What was the Truman Doctrine? Was Russia really a threat to western Europe?
- What was the OEEC, and what were its aims?
- What was the Schuman Plan? Why focus on Coal and Steel?
- Why did France and the other five countries (West Germany, Italy, Holland, Belgium and Luxembourg) support the Schuman Plan?
- What were the main reasons states signed the Treaty of Rome?
Further Reading


WEEK 5: Britain and the EEC

Reader

Joseph Frankel, 'Britain's Changing Role', International Affairs (Royal Institute of International Affairs 1944-) Vol. 50, No. 4 (Oct., 1974), pp. 574-583

& some light relief


Tutorial Question:

What were the pros and cons for Great Britain in not joining the European Coal and Steel Community and EEC when they were first established?

Why in particular was it concerned to counter plans to create the EEC?

General Questions

• Why did Britain finally join the EEC?
• How did the French work to support or oppose Britain’s entry?
• What consequences did membership of the EEC have for the countries of the British Commonwealth?
• Was EEC membership a recognition of the harsh reality of post-war politics that Britain was no longer a world power?

Further Reading


WEEK 6: EEC Expansion and German Reunification

Reader


And


Tutorial Question

How did the role and power of West Germany in the EEC change between the 1950s and 1990s, and what did the French do to counter this?
What were the main consequences of German reunification for West Germany and other EEC countries?

General Questions

- What factors led to the expansion of the EEC from 9 to 15?
- Which states wanted to be in on the idea of the EEC and why?
- How did Margaret Thatcher and European Commission President Jacques Delors influence EU policy and moves towards further integration between 1979 and 1990?
- Who bore the real cost of German reunification?
- What impact did the collapse of the USSR have on the EU in terms of foreign policy and defence for Europe in the early 1990s?

Further Reading


O. Waever, "Three competing Europe: German, French, Russian", International Affairs, 66(3) (1990), pp. 477-93.

WEEK 7: The EU: Absorbing the East

Reader

Tutorial Question
Why and how did the reunification of Germany and the collapse of the Soviet Union and Eastern bloc influence the decision of the EU to move towards further enlargement in Scandinavia and Eastern Europe?

Other Questions
• Who and what are the Eurosceptics, and why should they prefer widening to deepening?
• How were they persuaded to accept EMU and other moves toward further deepening in the 1992 Maastrict Treaty?
• How and why did this produce a ‘two-speed’ Europe?
• What similarities did the new states of Eastern Europe have?
• Why were they keen to join the European Union?

General Reading


WEEK 8: Sovereignty, EU institutions and identity

Reader

And
David Lowenthal, 'European Identity': An Emerging Concept', The Australian Journal of Politics and History, 46.3, (September 2000), pp.314-

Tutorial Question

In what ways has the EEC/EU taken power from the member States and become more supranational? Has this made it more federal or confederal?
Do people in Europe primarily think of themselves as European, or as Swedish, French, Hungarian etc? How does the loss of national sovereignty affect culture and identity in Europe? (If at all)

General Questions
- What is sovereignty?
- Why do states have sovereignty?
- Does any other polity have sovereignty?
• How can we characterise the relationship of European states to the EU?
• Have EU states really given up their sovereignty?
• Did Britain retain the pound because of sovereignty or because they hate the idea of actually being linked to Europe?
• Is there too much supranational organisation in the EU?
• Have local people lost power or have their governments given it away?

Signing Treaty of Rome, 1957


**WEEK 9: Agriculture**

**Reader**


**Tutorial Question**

What is Common Agricultural Policy?  
How do EEC/EU agricultural policies affect global economic development?

**General Questions**

- What trade arrangements exist between the EU and developing countries?  
- Is this a form of neo-colonialism?  
- What is the Lomé Convention and what is its status?  
- Does the EU actually pay farmers not to grow produce?  
- Do the wine lake and the butter mountain exist?  
- What is the economic point of subsidies?  
- Are subsidies essentially a political device?  
- Is the problem with free trade that there is not enough of it?  
- Does the EU have free trade within itself?

**Further Reading**


Ohmae, K. *The End of the Nation State*, New York, Free Press, 1996


WEEK 10: Reading Week

WEEK 11: Money and Trade

Reader


Tutorial Questions

Why did Europe adopt a common currency?
Which states voted for or against this and why?

General Questions:

• What are the dangers of economic integration for national economies?
• How have the smaller economies of Europe coped with economic integration?
• What have been the effects on employment?
• Are the poor of Europe any better off now?
• Has Europe lost its industrial advantage?
• Has it restructured economically?
• What effect has regional association had on the trade balance of EU states intra-regionally and inter-regionally?

Further Reading

As for Week 9
WEEK 12: Common Foreign and Security Policy/Defence

Reader


Tutorial Questions

What prompted the proposal to create a European Defence Community in 1950?
What brought about its collapse in 1954?
Does the EU have a Common Foreign and Security Policy?
What are the biggest threats to European security?

General Questions

• Does Europe have a common defence policy?
• Does an expanded NATO still have a mission?
• What does Donald Rumsfeld mean by dividing Europe into old and new?
• What was the point of these comments?
• Has the Iraq war created enormous splits between European states?
• Are the French really ‘cheese eating surrender monkeys’?
• Have the Americans ever been on time for a war?

Further Reading

Remarks as Delivered By Secretary of Defense Donald H. Rumsfeld, Munich, Germany, Saturday, February 3, 2001 at the Munich Conference on European Security Policy


Anne Applebaum, ‘Here Comes the New Europe’, Washington Post, Wednesday, January 29, 2003; Page A21,

Week 13: The role of the EU in World Affairs. EU: A model for other regions? What does the future hold for the EU?

Reader: Natalia Chaban, Ole Elgstrom and Martin Holland, ‘The European Union as others see it’, European Foreign Affairs Review 11. 2 (Summer 2006), pp. 245-263.

Sum up and General Discussion
- What kind of roles does the EU take in international politics?
- Does the EU act as a unitary actor in world politics today? Give examples.
- Why did rivalry between the US and EU begin to increase in the 1990s?
- Following on from the 2004 enlargement, what are the chances of seeing a Europe "from the Atlantic to the Urals" (de Gaulle) and of the creation of the United States of Europe?
- Can the EU be a workable model for other areas?

Churchill 1946: “If we are to form a United States of Europe, we must begin now”