

# The Politics of the European Union

Spring 2023

Thursdays 12:10PM-2:00PM  
711 IAB (International Affairs Building)

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Office Hours: [Thursday 3-5pm](#) (IAB 816) or by appt. via email [sp3594@columbia.edu](mailto:sp3594@columbia.edu)

**How it was going:**



**How it is going:**



Since WWII, in a stunning historical turnaround, the member countries of the European Union have gone from centuries of war to 70 years of peaceful and innovative regional cooperation. Yet, despite such apparent success, the EU has recently come to face countless challenges: the European democratic deficit, the Eurozone crisis, Brexit, Euro-skepticism, illiberalism. In fact, some observers have even come to question the viability of the integration project.

In this course, we will focus on the contemporary chapter of European politics, asking crucial questions of the integration process. How has the EU affected politics in the region? How do national, intergovernmental, and supranational dynamics play out across policy areas? Has the EU evolved in response to its many recent crises? What further developments should we expect? Will member states follow the path of ever-greater integration and eventually form a federation? Will the European Union fall apart? Will the integration project develop into a multi-speed, modular governance system?

With these questions in mind, this course will explore the politics of the European Union across a diverse array of policy domains. Building on a foundational two weeks on the history and structure of the EU, each week will tackle a core policy realm: the economy, migration, common security, the environment – to name a few. In doing so, the class reviews state-of-the-art political science research with the double objective of understanding the theoretical and empirical substance of academic studies and applying their insights to real-world political issues.

# Table of Contents

## **Course Basics**

- Learning Objectives
- Course Requirements
- Typical Course Session

## **Student Expectations**

- Overview of Student Activities
- Grading
- Presentation Guidelines
- Final Project Guidelines

## **Norms and Policies**

- Course Policies
- Course Resources
- Campus Resources

## **Course Timeline**

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### **Background**

Week 1	Introduction & Historical Trajectory of European Integration	January 19 <sup>th</sup>
Week 2	Theories of European Integration	January 26 <sup>th</sup>

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### **EU Political Economy**

Week 3	Free Movement of Goods & People	February 2 <sup>nd</sup>
Week 4	Monetary Politics	February 9 <sup>th</sup>
Week 5	Convergence and Structural Funds	February 16 <sup>th</sup>

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### **EU Democratic Processes**

Week 6	The Democratic Deficit	February 23 <sup>rd</sup>
Week 7	Populism & Euroscepticism	March 2 <sup>nd</sup>

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### **EU Policy Frontiers**

Week 8	Membership, Accession, Secession	March 9 <sup>th</sup>
Week 9	Civil Rights & Illiberalism	March 23 <sup>rd</sup>
Week 10	Migration Crisis	March 30 <sup>th</sup>
Week 11	Security and Diplomacy	April 6 <sup>th</sup>
Week 12	Environment	April 13 <sup>th</sup>
Week 13	Topic TBD	April 20 <sup>th</sup>

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### **Student Projects**

Week 14	Final Research Project Presentations and Discussions	April 27 <sup>th</sup>
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## Learning Objectives

(ToC)



**Evaluate the process of European integration**, how it influences the political life of its member states and how it varies across policy domains.



**Analyze current politics in the EU**, distinguishing the role of national governments and EU institutions and identifying the key cleavages in ongoing situations across policy areas.



**Apply insights from political science research** to current political issues, generating predictions from theoretical models and empirical findings.



**Develop a final project** that engages a *research question*, formulates an *argument*, produces *testable hypotheses*, and crafts an *empirical design*

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## Course Requirements

(ToC)

This course has no *formal* requirements, and students will not be required to have any prior knowledge of European politics or specific research methodologies.

At the same time, the class is targeted at *advanced undergraduates* (juniors and seniors) pursuing a *political science major* and it will assume some familiarity with basic comparative politics analytical approaches.

## Student Activities (ToC)

- **Weekly Preparation** (due before class)  
Brief YouTube videos (lectures, examples, short descriptive introductions)  
Two articles/book chapters a week (about 30-40 pages total)
  
- **Weekly Reading Questions** (due before class)  
A brief “reading response survey”, with open-ended questions and thought exercises
  
- **In-class discussion**  
Much of class time will be devoted to conversations around the material, discussing points about the readings raised by the instructor or by the students in their responses. Students will also be expected to comment each other’s presentations and engage in discussions about the “current affairs” section of the class.
  
- **Class Presentations** (2 per semester):  
*Presentation #1 – Current EU Affairs*  
*Presentation #2 – Final Project*
  
- **Final Project** (10/15 pages)  
Students will complete a research project on a topic related to one of the course sessions.  
(see details below)

## Grading (ToC)

<b>PARTICIPATION</b>	<b>30%</b>
Reading Responses	15%
Class Discussion	15%

<b>PRESENTATIONS</b>	<b>30%</b>
Presentation #1	15%
Presentation #2	15%

<b>FINAL PROJECT</b>	<b>40%</b>
Milestones	5% each
Final Paper	15%

# Presentation Guidelines

(ToC)

## *Presentation #1: Current EU Affairs Presentation*

Choose an issue in current EU affairs that is relevant to the week topic and discuss it employing at least one additional reading (either from the syllabus or instructor-approved).

### Length:

- 10 minutes
- 3-5 slides

### Content:

- The context: basic background, timeline,
- The main cleavage: who are the societal winners & losers?
- How we can apply the insights from the additional reading to this case
- Your evaluation of the likely future development

### When:

Student presentations will begin on week 3, sign-up for slots will open in the first week.

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## *Presentation #2: Final Research Paper Presentation modeled after the [3MT Project](#)*

Pitch your final project to the class in what might be the shortest presentation you've ever given!

### Length:

- 3 minutes
- 1 slide

### Content:

- Pitch your project: what is the motivating question? Why is it interesting?
- Briefly illustrate your argument & testable hypotheses
- Preview your measurement strategy & data sources

### When:

All final research presentations will take place in the last week of class.

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## **Resources for Preparing the Perfect Presentation:**

[Official 3MT Competitor Guide](#) from The University of Queensland.

[Communication fundamentals](#) by the American Association for the Advancement of Science.

[Scientists as Story-Tellers](#) by 3M.

# Final Project Guidelines

(ToC)

Each student will write a *research design paper*. The final paper will include all the major components of a standard empirical political science paper, except for the empirical results.

Students may choose their topic from any of the course weekly topics. The paper topic can overlap with the topic for your other presentation – in fact this is encouraged if the topic is very interesting to you and you want to exploit economies of scale. However, the two presentations must be distinct and cannot overlap in substantive content.

In order to facilitate the research and writing process, students will follow a *research timeline* with *weekly milestones, due each week*. Each milestone is meant to summarize a section of the final paper.

## *Formatting*

- 10/15 pages (excluding bibliography, title page, and figures)
- times new roman, 12pt
- double-spaced
- any citation style is fine (MLA, Chicago, etc.) as long as it is consistent throughout the paper

## *Individual Project Meetings*

Students are required to attend one 15-minute meeting with the instructor to discuss the development of the project, including current progress, challenges and open questions. The meeting can be scheduled throughout the semester during [office hours](#) or by appointment. Attendance will count towards the final participation grade.

For a full discussion of project timeline and expectations for each milestone, see the rubric below.

## Final Project Breakdown

<b><i>Milestones</i></b>	<b><i>Due Date</i></b>	<b><i>Expectations</i></b>	<b><i>Requirements</i></b>
Research Question	Week 3	<p>A research question statement:</p> <ul style="list-style-type: none"> <li>- introduces clear motivation (real-world or theoretical)</li> <li>- identifies a knowledge gap (no obvious answer)</li> <li>- employs clear theoretical variables</li> <li>- establishes a clear causal structure between variables</li> </ul>	<p>Minimum 250 words Double-spaced "1_RQ_lastname"</p>
Literature Review Draft	Week 5	<p>A literature review draft:</p> <ul style="list-style-type: none"> <li>- draws on relevant academic research to the topic</li> <li>- frames the RQ, linking it to existing works</li> <li>- creates a dialogue between sources (does not list them)</li> <li>- links the RQ to theoretical &amp; empirical gaps of the works</li> </ul>	<p>Minimum 350 words Double-spaced Minimum 5 citations "2_LT_lastname"</p>
Thesis Statement	Week 7	<p>A thesis statement:</p> <ul style="list-style-type: none"> <li>- employs the same variables as the question</li> <li>- defines the relationship between variables</li> <li>- describes the process hypothesizing mechanisms</li> </ul>	<p>Minimum 350 words Double-spaced "3_TS_lastname"</p>
Testable Hypotheses	Week 8	<p>A hypothesis framework:</p> <ul style="list-style-type: none"> <li>- covers the key components of the argument</li> <li>- identifies observable and measurable processes</li> <li>- states clear expectations (i.e., positive/negative effect)</li> </ul>	<p>Minimum 2 H Double-spaced "4_H_lastname"</p>
Data Plan: Measurement, sources, analysis	Week 9	<p>A data plan:</p> <ul style="list-style-type: none"> <li>- proposes a concrete measurement strategy for each variable</li> <li>- identifies accessible data sources</li> <li>- discusses the context of the data (external validity)</li> <li>- previews the mode of analysis</li> </ul>	<p>Minimum 250 words Double-spaced "5_D_lastname"</p>
Final Paper	Last day	<p>A final paper:</p> <ul style="list-style-type: none"> <li>- expands each of the previous components</li> <li>- updates all components to include latest insights (e.g., if spelling out the argument suggests reformulating the RQ, or if the measurement strategy hints at a better hypothesis)</li> </ul> <p>After the measurement plan, the paper should also:</p> <ul style="list-style-type: none"> <li>- provide some preliminary evidence following the data plan</li> <li>- discuss the limitations of the research plan</li> <li>- conclude with a summary of the question, the argument and data plan</li> <li>- evaluate the contribution of the work (reconnecting to the initial motivation of the research question)</li> </ul>	<p>10-15 page Double-spaced "6_P_lastname"</p>

# Course Policies

(ToC)

## - **Creating a respectful environment**

This course encourages lively and earnest discussion on political topics. As such, it is inevitable that people may disagree and hold starkly different opinions. However, without mutual respect, there is not hope for meaningful intellectual exchanges and conversations. We will briefly discuss classroom norms on our first session, but here are a couple of general guidelines I would like to adhere to:

- listen attentively to others
- signal your wish to enter the conversation
- critique ideas and not persons

## - **Inclusivity**

As an instructor, I wish to recognize, celebrate and leverage a multitude of views and identities, coming together both in the syllabus and in the classroom. My course strives to include a diverse array of authors, opinions, cultural and intellectual backgrounds. Similarly, my assessment strategy offers a diverse structure of graded activities, recognizing that students may hold different strengths, due to individual and/or cultural differences.

## - **Using technology in the classroom**

During most of class time, including lectures, presentations, and class discussion, the use of laptops and electronics is not allowed. During specific activities, devices may be allowed to consult reading material, notes, and perform brief online research.

## - **Instructor Communication**

Reach out for questions, doubts, or problems. I welcome feedback and strive to incorporate student thoughts into my teaching practice. Email works best. I respond promptly during weekdays but will not always be available during the weekend.

## - **Absences**

The course is highly interactive and participation is key to its pedagogy and learning objectives. However, life happens to all of us and sporadic absences can be excused. Students can make up by writing short reflections on the week's readings.

## - **Extensions for graded work**

The course follows a steady pace and is structured to even out student work. Therefore, I highly encourage students not to delay any assignments. That being said, I will consider students' personal circumstances in granting extensions.

## - **Re-grading**

Each graded assessment has clearly stated expectations and grading rubrics. As such, the margin for re-grading will be slim. However, students who believe that their work deserves a major grade change (letter-grade), can bring this up either through office hours or email.

- **Academic Integrity and Plagiarism**

This class aims at creating a supportive and engaging learning environment. Academic integrity is vital to this goal, both in spirit and in practice.

For campus resources on academic integrity, refer here:

<https://studentconduct.columbia.edu/content/policies>

<https://www.cc-seas.columbia.edu/integrity/policy>

For additional clarification on what constitutes plagiarism, refer here:

<https://www.plagiarism.org/>

- **Academic Difficulty**

If you find yourself struggling with any components of the course (readings, assignments, participation, etc.), please reach out to me or consult the list of campus resources below.

## Campus Resources

(ToC)

### Ombuds Office

The Ombuds Office provides a safe space for faculty, students, staff and affiliates to confidentially discuss work-related issues, academic concerns, clarification of policies and many other concerns and issues.

### Berick Center for Student Advising

The Berick Center offers a variety of academic success support including: tutoring services, peer academic skills consultations, academic skill building workshops, time management support, as well as several academic success programs.

### Columbia University Writing Center

The Columbia University Writing Center offers 1-1 writing support for students at any stage of their writing process, from brainstorming to final drafts.

### Columbia University Libraries

The Columbia Libraries offer several areas of support for students, including research support, workshops and training, and more.

### Columbia Health

Resources for students to improve and maintain their mental health, such as [Individual Counseling](#), [Friend2Friend](#) (training to support peers), and [Coping Tools](#) (which includes Columbia Health's Guide to Coping with Loss and Grief). Columbia Health also has a [Sexual Violence Response unit](#) which can provide immediate support in cases of gender or power-based violence.

### Well-Being at Columbia, Office of University Life

Overview of resources, programs, and practical strategies for well-being for Columbia students.

# Course Resources

(ToC)

## **European politics podcasts:**

Transformations in European Politics – <https://soundcloud.com/user-467531770>

Weekly EU news roundup – <https://www.politico.eu/eu-confidential-podcast/>

## **European politics Textbooks:**

McCormick, John. *Understanding the European Union: a concise introduction*. Bloomsbury Publishing, 2020.

Zahariadis, Nikolaos, and Laurie Buonanno, eds. *The Routledge handbook of European public policy*. Routledge, 2018.

Hix, Simon, & Høyland, Bjorn. *The political system of the European Union*. Bloomsbury Publishing, 2022

Additional miscellaneous bibliography can be found at the end of the syllabus.

## **European news outlets:**

<https://www.politico.eu/>

<https://voxeu.org/>

<https://www.euronews.com/>

## **Ongoing European Legislation:**

<https://epthinktank.eu/eu-legislation-in-progress/>

# Typical Session Structure

(ToC)

## **Brief instructor presentation (10/15m)**

- General framing
- Key theoretical variables, arguments and debates of interest
- Student responses to discussion questions

## **Seminar discussion (50m)**

- Seminar style class discussion
- Guided by student responses and instructor questions
- Expect interactive exercises:
  - Jigsaw setup (students prepare different readings and present informally)
  - Worksheet exercises based on readings
  - Workshops on final project

## **Current European Politics Analysis (50m)**

- Brief student presentation(s) on a current issue in European Affairs
- Class discussion on theoretical analysis and predictions on future development

## **Conclusive Reflection Survey (3m)**

- Students write a brief reflection on one aspect of the session:
  - Discussion points
  - Reading material
  - Presentations

# Course Schedule

(ToC)

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Week 1 – January 19<sup>th</sup>, 2023 – EU History and Structure  
([timeline](#))

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Treaty of Rome, 1957 – [Founding of the European Economic Community](#) (EEC)

**Required Material:**

\* [https://europa.eu/european-union/about-eu/history\\_en](https://europa.eu/european-union/about-eu/history_en)

**Additional Material:**

The Schuman Declaration; The Ventotene Manifesto  
van Meurs, Wim, R. de Bruin, L. van de Grift, C. Hoetink, K. van Leeuwen, and W. Reijnen. *The Unfinished History of European Integration*. Amsterdam University Press (2018). Ch. 1  
Isiksel, Turkuler. *Europe's functional constitution: A theory of constitutionalism beyond the state*. Oxford University Press, 2016. Introduction.

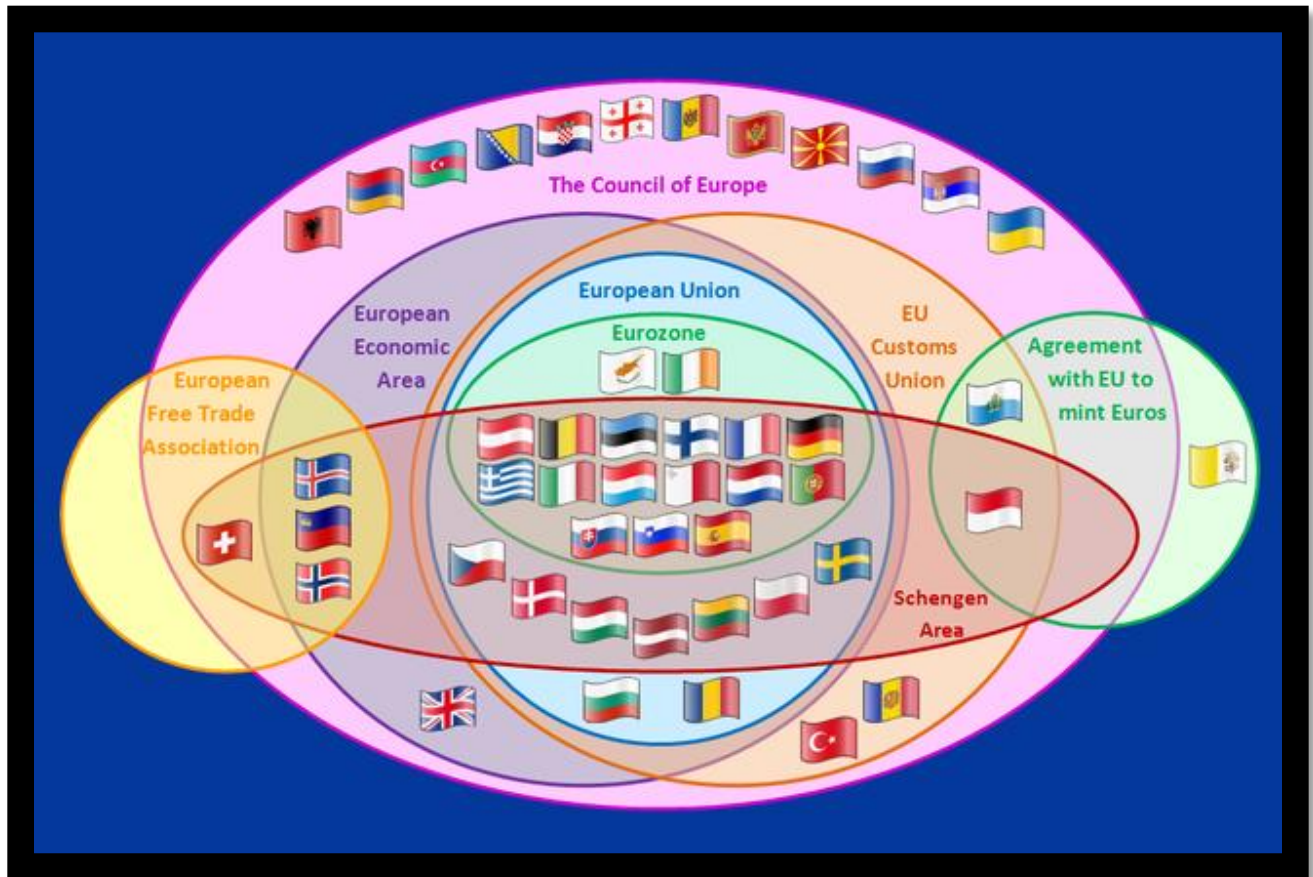
**Reminders:**

Sign up for a slot to present (a survey will be sent after class)

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Week 2 – January 26<sup>th</sup>, 2023 – Theories of European Integration  
([timeline](#))

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Marchis, Gabriela. "The EU Cohesion Policy and its Underlying Principles and Values." [F. 8](#)

**Required Material:**

\* Hooghe, Liesbet, and Gary Marks. "Grand theories of European integration in the twenty-first century." *Journal of European Public Policy* (2019): 1113-1133.

\* 1 of 3 papers: Degner (2017), Schimmelfennig (2018), Schimmelfennig and Winzen (2019)

**Additional Material:**

Wiener, Antje et al. *European integration theory*. Oxford University Press, 2019.

Berend, Ivan T. *The History of European Integration: A New Perspective*. Routledge, 2016.

Pollack, Mark A. "Delegation, agency, and agenda setting in the European Community." *International organization* 51.1 (1997): 99-134.

Vogler, Jan P. "The political economy of the European Union: An exploration of EU institutions and governance from the perspective of polycentrism." *Exploring the Political Economy and Social Philosophy of Vincent and Elinor Ostrom* (2020): 145-181.

**Reminders:**

Choose & communicate the topic for the final research paper

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Week 3 – February 2<sup>nd</sup>, 2023 – Free Movement of Goods and People  
([timeline](#))

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France-Belgium “Border”

**Required Material:**

- \* Buonanno, Laurie. "The single market." *The Routledge Handbook of European Public Policy*. Routledge (2017): 63-74.
- \* Matthijs, Matthias. "The right way to fix the EU: Put politics before economics." *Foreign Affairs* 99 (2020): 160.
- \* Mariniello, Mario, Andre Sapir, and Alessio Terzi. The long road towards the European Single Market. No. 2015/01. Bruegel working paper, 2015.

**Additional Material:**

- Schroff, Simone, and John Street. "The politics of the Digital Single Market: culture vs. competition vs. copyright." *Information, Communication & Society* 21.10 (2018): 1305-1321.
- Matthijs, Matthias, Craig Parsons, and Christina Toenshoff. "Ever tighter union? Brexit, Grexit, and frustrated differentiation in the single market and Eurozone." *Comparative European Politics* 17.2 (2019): 209-230.

**Reminders:**

Research Question due



Patrick Chappatte, [NYT](#) (2012)

**Required Material:**

- \* Eichengreen, Barry. *The political economy of European monetary unification*. Routledge, 2018. Ch. 1: 1-18
- \* Schelkle, Waltraud. Lecture on the political economy of monetary integration. (2021) <https://www.youtube.com/watch?v=NjTvSV3o5ec>
- \* Draghi, Mario. Global Investment Conference at the British Business Embassy (07/26/2012) <https://www.youtube.com/watch?v=hMBI50FXDps>
- \* [The Euro-Crisis Song](#), The Guardian

**Additional Material:**

- Aizenman, Joshua. "Optimal currency area: a twentieth century idea for the twenty-first century?." *Open Economies Review* 29.2 (2018): 373-382.
- Schelkle, Waltraud. *The political economy of monetary solidarity: understanding the euro experiment*. Oxford University Press, 2017.
- Frieden, Jeffrey, and Stefanie Walter. "Understanding the political economy of the Eurozone crisis." *Annual review of political science* 20 (2017): 371-390.

**Reminders:**

Literature Review Draft due



[The Economist](#) (2012)

**Required Material:**

\* Glawe, Linda, and Helmut Wagner. "Convergence, divergence, or multiple steady states? New evidence on the institutional development within the European Union." *Journal of Comparative Economics* 49.3 (2021): 860-884.

**Additional Material:**

European Parliament: EU funding for your project?  
<https://www.youtube.com/watch?v=P62sjnHL59w>

Charasz, Paweł, and Jan P. Vogler. "Does EU funding improve local state capacity? Evidence from Polish municipalities." *European Union Politics* 22.3 (2021): 446-471.

Borsi, Mihály Tamás, and Norbert Metiu. "The evolution of economic convergence in the European Union." *Empirical Economics* 48.2 (2015): 657-681.

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Week 6 – February 23<sup>rd</sup>, 2023 – Democratic Deficit and Participation  
([timeline](#))

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[The Economist](#) (2012)

**Required Material:**

\* Kratochvíl, Petr, and Zdeněk Sychra. "The end of democracy in the EU? The Eurozone crisis and the EU's democratic deficit." *Journal of European Integration* 41.2 (2019): 169-185.

**Additional Material:**

The Maastricht Debate 2019 – EU Commission President Candidates

<https://www.youtube.com/watch?v=L7dnTm2Bid0>

Schulte-Cloos, Julia. "The effect of European Parliament elections on political socialisation." *Journal of European Public Policy* 26.7 (2019): 1094-1111.

O'Grady, Tom, and Tarik Abou-Chadi. "Not so responsive after all: European parties do not respond to public opinion shifts across multiple issue dimensions." *Research & Politics* 6.4 (2019).



[Politico](#) (2019)

**Required Material:**

\*De Vries, Catherine E. *Euroscepticism and the future of European integration*. Oxford University Press, 2018. p: 1-30

\* Yes Minister “Euro Sausage” (1980s circa)

<https://youtu.be/OzeDZtx3wUw?t=68>

\* Thatcher’s “I want my money back” Speech

**Additional Material:**

Hobolt, Sara B. "The Brexit vote: a divided nation, a divided continent." *Journal of European Public Policy* 23.9 (2016): 1259-1277.

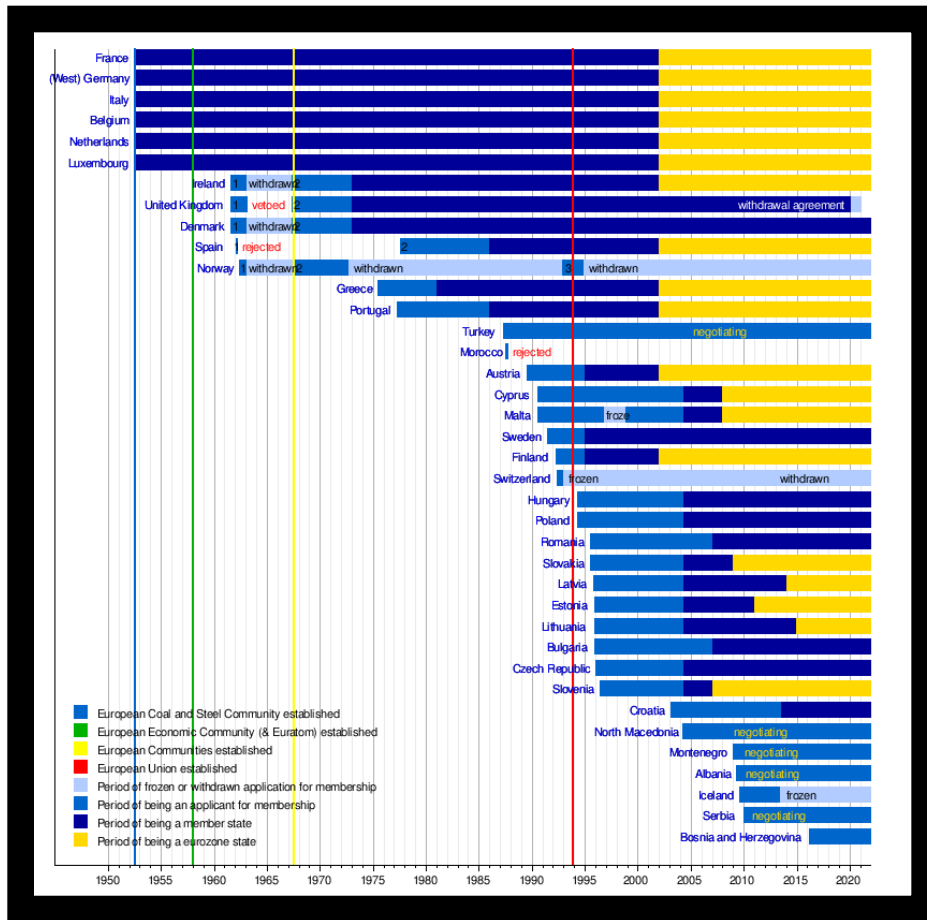
Pirro, Andrea LP, Paul Taggart, and Stijn Van Kessel. "The populist politics of Euroscepticism in times of crisis: Comparative conclusions." *Politics* 38.3 (2018): 378-390.

Campos, Nauro F. "B for Brexit: A survey of the economics academic literature." (2019).

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Week 8 – March 9<sup>th</sup>, 2023 – Membership & Accession  
([timeline](#))

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Timeline of the Enlargement of the European Union – [Wikipedia](#) (2021)

**Required Material:**

\*Ker-Lindsay, James, et al. "The national politics of EU enlargement in the Western Balkans." *Southeast European and Black Sea Studies* 17.4 (2017): 511-522.

**Additional Material:**

Slootmaeckers, Koen, Heleen Touquet, and Peter Vermeersch. "The co-evolution of EU's Eastern enlargement and LGBT politics: An ever gayer union?." *The EU Enlargement and Gay Politics*. Palgrave Macmillan, London, 2016. 19-44.

Bélanger, and Schimmelfennig. "Politicization and rebordering in EU enlargement: membership discourses in European parliaments." *Journal of European Public Policy* 28.3 (2021): 407-426.

Schimmelfennig, Frank, and Ulrich Sedelmeier. "Theorizing EU enlargement: research focus, hypotheses, and the state of research." *Journal of European public policy* 9.4 (2002): 500-528.

**Reminders:**

Data Plan due

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Week 9 – March 23<sup>rd</sup>, 2023 – Civil Rights & Illiberalism  
([timeline](#))

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Tjeerd Royaards, [Cartoon Movement](#) (2020)

**Required Material:**

\*Kelemen, R. Daniel. "The European Union's authoritarian equilibrium." *Journal of European Public Policy* 27.3 (2020): 481-499.

\*Kelemen, R. Daniel, and Michael Blauberg. "Introducing the debate: European Union safeguards against member states' democratic backsliding." *Journal of European Public Policy* 24.3 (2017): 317-320.

\*One more article from: *Journal of European Public Policy* 24.3 (2017)

**Additional Material:**

Laurent, Pech, and Kim Lane Scheppele. "Illiberalism within: rule of law backsliding in the EU." *Cambridge Yearbook of European Legal Studies* 19 (2017): 3-47.

Hyde, Susan D. "Democracy's backsliding in the international environment." *Science* 369.6508 (2020): 1192-1196.

Transformation of European Politics Podcast – Ziblatt (2021): How Democracies Die  
<https://soundcloud.com/user-467531770/episode-12-daniel-ziblatt-how-democracies-die>

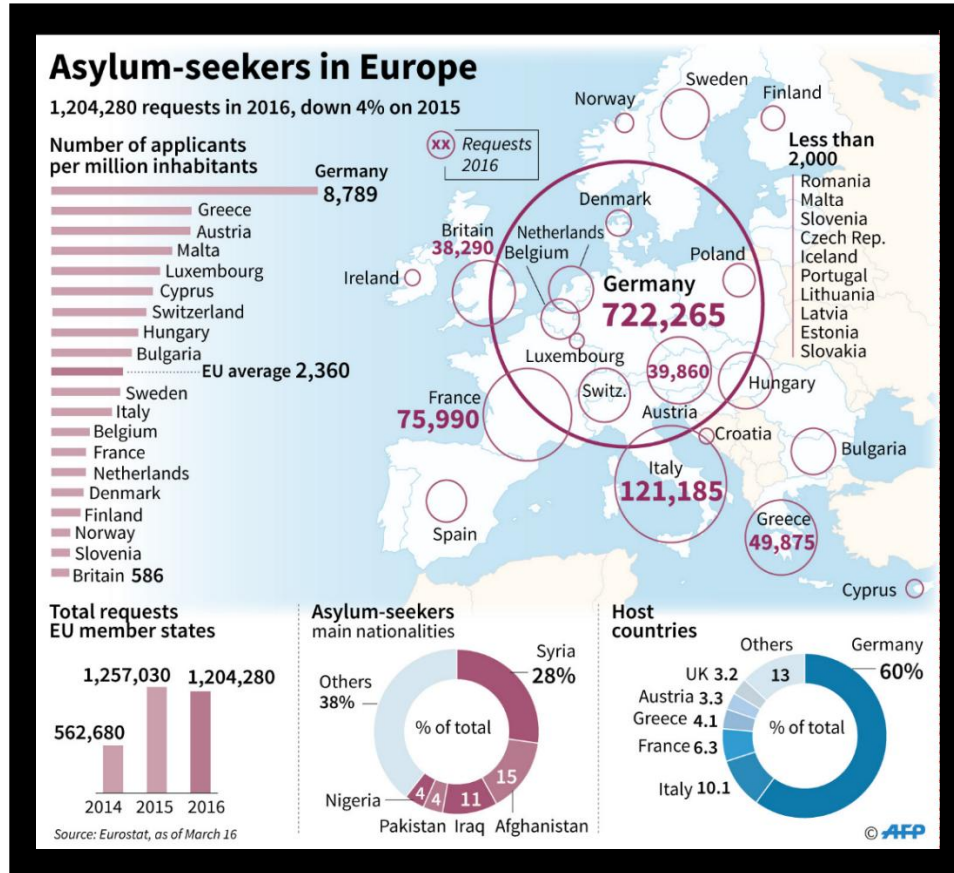
**Reminders:**

Hypothesis Framework due

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Week 10 – March 30<sup>th</sup>, 2023 – Migration Policy  
([timeline](#))

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[European Data News Hub](#) (2016)

**Required Material:**

\*Talani, Leila Simona. "The Theory and Practice of EU Migration Policy: An IPE Perspective." *European Political Economy*. Routledge, 2016. 245-276.

\*Merkel (2015) – Town Hall with Migrant Children  
<https://www.youtube.com/watch?v=9qaxoX9MF0M>

**Additional Material:**

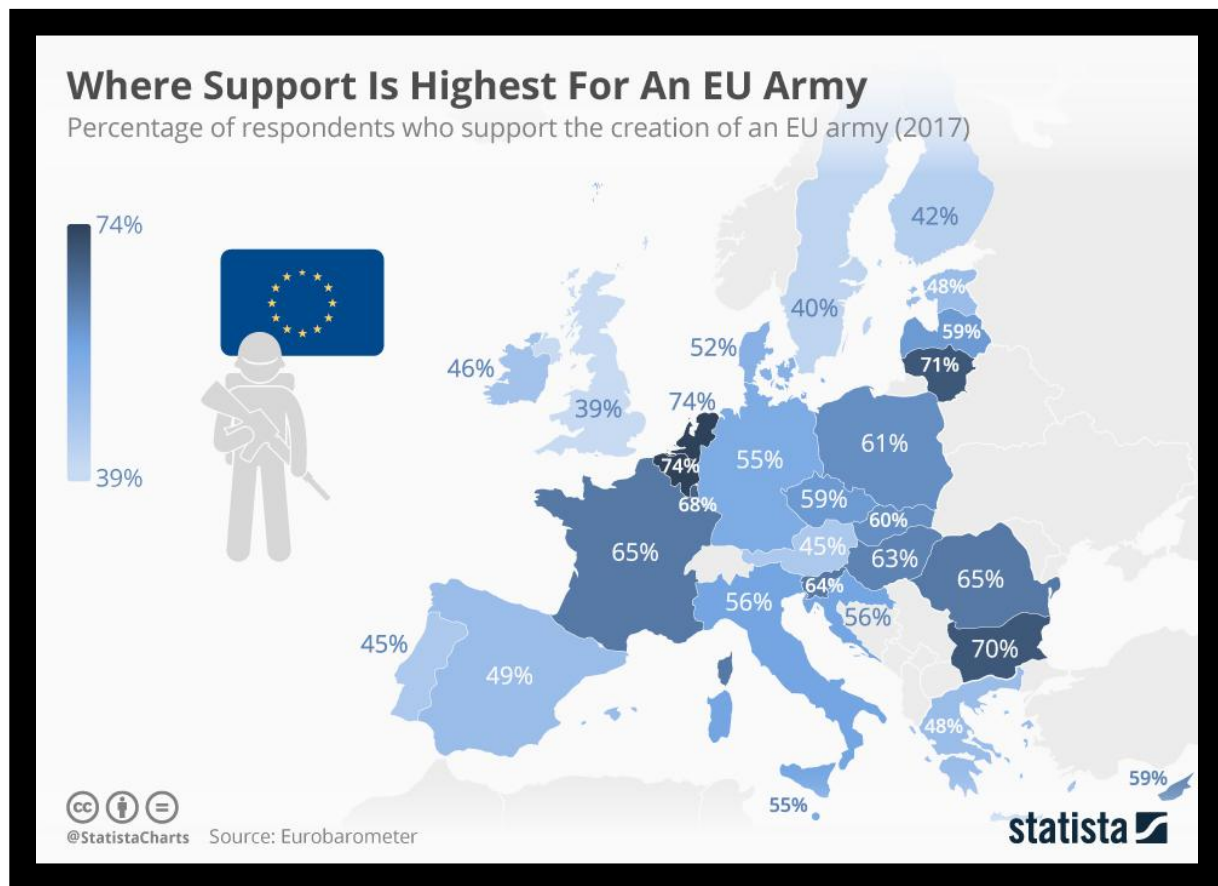
Stockemer, Daniel, et al. "The "refugee crisis," immigration attitudes, and euroscepticism." *International Migration Review* 54.3 (2020): 883-912.

Raineri, Luca, and Francesco Strazzari. "Dissecting the EU response to the 'migration crisis'." *The EU and crisis response*. Manchester University Press, 2021. 201-226.

**Reminders:**

Thesis Statement Draft due

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[Statista](#) (2019)

**Required Material:**

\*Grushko, Iryna. "EU security policy: new challenges and priorities." *Political Science and Security Studies Journal* 2.3 (2021): 31-38.

\*Koenig-Archibugi, Mathias. "Explaining government preferences for institutional change in EU foreign and security policy." *International organization* 58.1 (2004): 137-174.

**Additional Material:**

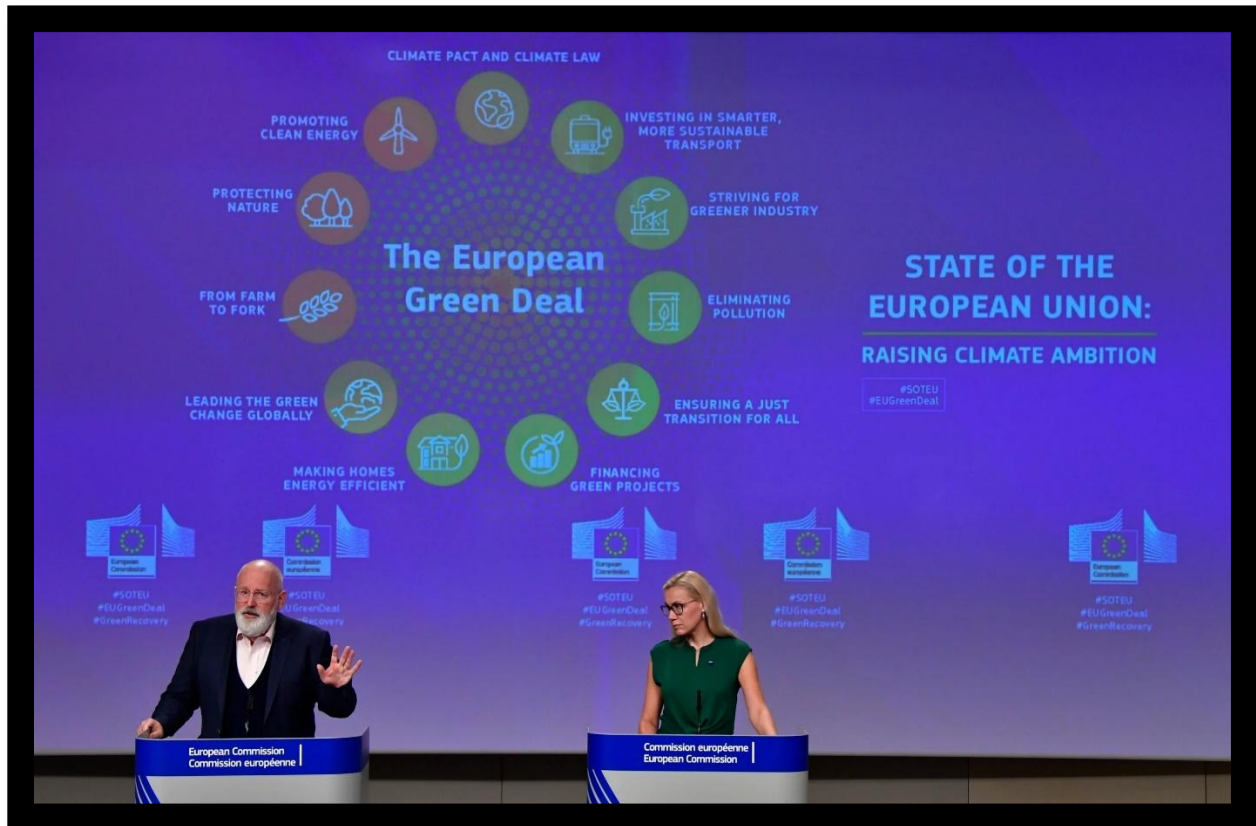
Koenig, Nicole, and Marie Walter-Franke. "France and Germany: Spearheading a European Security and Defense Union?" *Jacques Delors Institut*, 2017.

Economou, Athina, and Christos Kollias. "Security policy preferences of EU citizens: Do terrorist events affect them?." *Public Choice* 178.3 (2019): 445-471.

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Week 12 – April 13<sup>th</sup>, 2023 – Environment  
([timeline](#))

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[European Council on Foreign Relations](#) (2021)

**Required Material:**

\*Jordan, Andrew, et al. "Understanding the paradoxes of multilevel governing: climate change policy in the European Union." *Global Environmental Politics* 12.2 (2012): 43-66.

\*Robert Schlögl, Christoph Schmidt (2020) "Making the European Green Deal really work." *VoxEU* – <https://voxeu.org/article/making-european-green-deal-really-work>

**Additional Material:**

von Homeyer, Ingmar, Sebastian Oberthür, and Andrew J. Jordan. "EU climate and energy governance in times of crisis: Towards a new agenda." (2021): 1-21.

Nilsson, Måns, et al. "Understanding policy coherence: analytical framework and examples of sector–environment policy interactions in the EU." *Environmental policy and governance* 22.6 (2012): 395-423.

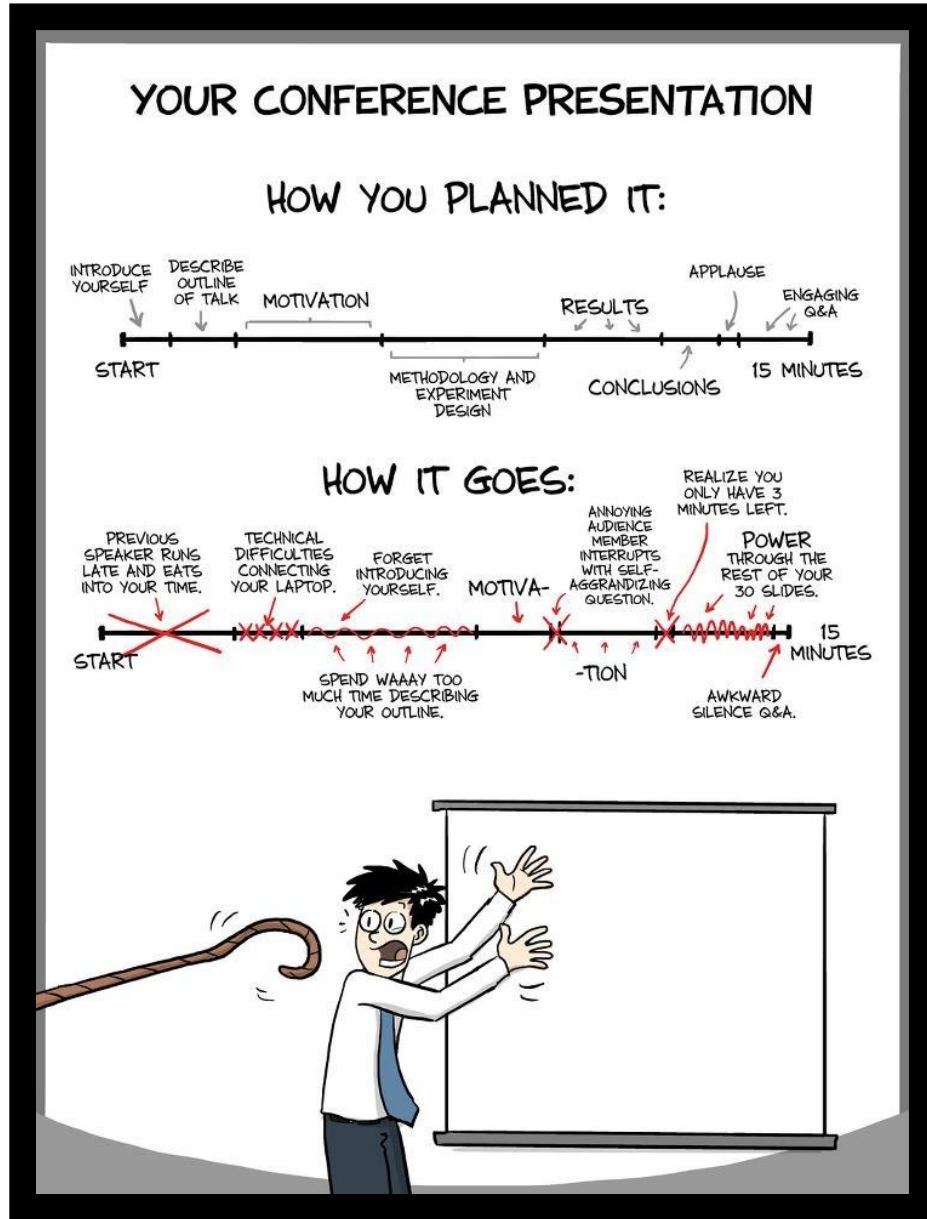
Rayner, Tim, and Andrew Jordan. "Climate change policy in the European Union." *Oxford research encyclopedia of climate science*. 2016.

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Week 13 – Topic TBD  
([timeline](#))

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**The topic of the final regular session will be decided based on class preferences & interests.**



The last session will be modeled after the 3-Minute Thesis Competition (3MT).  
Find out more here: <https://www.gsas.columbia.edu/content/3-minute-thesis-3mt-competition>

## **Additional Bibliography on EU Politics**

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