

PSCI 5503W

Domestic Politics and European Integration

Mondays 8.35-11.25

Please confirm location on Carleton Central

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Purpose:

Over five decades of European integration have seen dramatic transformations of both the European Union and the member states. These changes become particularly manifest in the field of policymaking. At the European level, the range and scope of policies has significantly been extended; at national level, member states' actors had to adapt to rules, norms and standards set by the EU. In addition, since there is no clear cut hierarchical relationship between the two levels, both sides have tried to exert as far as possible influence on the substance and procedures of policymaking. This has resulted in a highly dynamic relationship between the European Union and the member states. This relationship is continuously modeled and remodeled through the "invention" of innovative modes of governance and the creation of more or less formalized institutional structures.

This course examines the relationship between the EU and its member states by looking at a wide range of policy areas. These range from traditional policies, where the EU has far-reaching regulatory competences, as for example in single market and competition policy, to more recently established policies, where competences lie with the member states, while the Union performs merely a coordinative role, as is the case in the European Employment Strategy or in Justice and Home Affairs. By comparing widely differing policy areas, the rationale underlying European modes of governance and multilevel policymaking as well as the dynamic relationship between the EU and the member states will be unveiled.

Requirements and Evaluation:

Grading will be based on seminar participation (including the presentation of discussion papers) and a major research paper.

Seminar participation	15%
Structured comment on reading	10%
Class presentation	15%
Handout associated with class presentation	10%
Term paper (20 pages)	50%

Each student will make one **structured comment** on a specified required course reading (5-10 minutes); readings will be identified the week before). The structured comment should

provide your reflections on the reading in relation to discussion questions provided by the instructor.

Each student will do one **class presentation** related to the specific focus of the term paper (15 minutes, no more) on a specified topic, with a 2 page handout for this presentation, including sources. The handout will provide other students in the class with a brief synopsis of the main points, definitions, and sources. At the end of the class presentation the presenter should identify two to three discussion questions for the group.

Attendance and **participation** in all class sessions is expected and will form part of the course evaluation. Participation at each class session will be evaluated; absence will result in a mark of 0 for that session. Discussion questions provided by the instructor will provide the basis of class discussion some (but not all) weeks. This portion of the mark will be based on an assessment of:

- ✓ Seminar attendance
- ✓ The quantity and quality of oral participation in seminar discussions.
- ✓ Familiarity with required course readings

The **seminar paper** (20 pages, double-spaced) will address a question related to the issues of the seminar. Further details will be provided early in the term. The paper should not simply be descriptive, but should engage a debate in the field, explore explanations for a phenomenon or provide a comparative analysis. A proposed topic must be handed in no later than the fifth class session, **Feb 2nd** and finalized within four weeks, **March 9th**. The seminar presentation should substantially overlap with your term paper, although some of the materials from the presentation may be used in the term paper.

Please note the following important rules associated with this course:

- Any student who fails to hand in the term paper will receive a failing mark in the course. Penalties for late assignments will be as follows (waived with a valid medical or equivalent excuse):
 - Term paper: Two points (of a % scale) for each day late.

A student absent on the date of an oral presentation or structured comment will receive a mark of “0” for that assignment unless a valid medical or equivalent excuse is provided.

Notification must be given in advance, if possible. **The departmental drop box cut of time is 4pm. Any assignments submitted after 4pm will be date stamped for the following weekday.**

A list of topics for the term papers will be provided in the first session of the course.

Course outline:

January 12th

Week 1: **Introduction**

January 21th

Week 2: **Governance and Policymaking in the EU; Market Making versus Market Correcting Policies.**

Readings

Wallace, Helen/ Wallace William/ Pollack, Mark A. (eds.) (2005): Policy Making in the European Union (5th ed.). Oxford (Oxford University Press): selected pages,

- a) “The governance approach: the EU as a polity”, pp. 36-45.
- b) “One Community method, or several policy modes?”, pp. 77-90.

Scharpf, Fritz W. (1999), Negative and Positive Integration. In: Scharpf, F.W., Governing in Europe. Effective and Democratic? Oxford (Oxford University Press), pp. 43-83.

January 28th

Week 3:

Market Making Policies: Single Market and Competition Policy.

Readings

Young, Alisdair R. (2005), The Single Market: A New Approach to Policy. In: Wallace, Wallace and Pollack, pp. 93-112.

Wilks, Stephen (2005), Competition Policy: Challenge and Reform. In: Wallace, Wallace, and Pollack, pp. 113-139.

Schmidt, Susanne K. (2009), Single Market Policies: From Mutual Recognition to Institution-Building. In: Tömmel, Ingeborg and Verdun, Amy (eds.), Innovative Governance: The Politics of Multilevel Policymaking. Boulder (Lynne Rienner), pp. 121-137.

Lehmkuhl, Dirk (2009), Cooperation and Hierarchy in EU Competition Policy. In: Tömmel and Verdun, pp. 103-119.

February 4th

Week 4:

Market Correcting Policies I: Regional Policy; Social Policy.

Readings

Allen, David (2005), Cohesion and the Structural Funds: Competing Pressure for Reform? In: Wallace, Wallace and Pollack, pp. 213-241.

Leibfried, Stephan (2005), Social Policy: Left to the Judges and the Markets? In: Wallace, Wallace and Pollack, pp. 243-278.

Falkner, Gerda (2006), Forms of governance in European Union social policy: Continuity and/or change? In: International Social Security Review 59 (2), pp. 77-104.

Cram, Laura (2009), Good Governance in EU Social Policy. In: Tömmel and Verdun, pp. 87-99.

February 11th

Week 5:

Dynamics between the EU and the Member States: The Joint Decision Trap; Regulatory Competition between the Member States.

Readings

Scharpf, Fritz W. (1989), The Joint Decision Trap: Lessons from German Federalism and European Integration. In: Public Administration 66 (3), pp. 239-78.

Héritier, Adrienne et al. (1996), Theoretical Frame of Reference and Analytical Approach. In: Héritier et al., Ringing the Changes in Europe. Regulatory Competition and the Transformation of the State. Britain, France, Germany (de Gruyter Studies in Organization Vol. 74). Berlin (de Gruyter), pp. 5-38.

February 25th

Week 6: Market Correcting Policies II: Environmental Policy.

Readings

Lenschow, Andrea (2005), Environmental Policy: Contending Dynamics of Policy Change. In: Wallace, Wallace and Webb, pp. 305 – 327.

Holzinger, Katharina et al. (2009), Governance in EU Environment Policy. In: Tömmel and Verdun, pp. 45-61.

March 4th

Week 7: Europeanization of the Member States: When Europe Hits Home.

Readings

Börzel. Tanja A./ Risse, Thomas (2000): When Europe Hits Home: Europeanization and Domestic Change. EUI Working Paper RSC No. 2000/56, Badia Fiesolana.

Risse, Thomas and Green Cowles, Maria (2001), Europeanization and Domestic Change: Introduction. In: Cowles and Risse (eds.), Transforming Europe. Ithaca, NY (Cornell University Press), pp. 1-20.

Dyson, Kenneth and Goetz, Klaus (2003), Europeanization Compared. In: Dyson and Goetz (eds.), Germany, Europe, and the Politics of Constraint. Oxford (Oxford University Press), pp. 349-376.

March 11th

Week 8: The Multilevel Governance Approach to EU Policymaking.

Readings

Hooghe, Liesbet and Marks, Gary (2001), Multi-Level Governance in the European Union. In: Hooghe and Marks, Multi-Level Governance and European Integration. Lanham (Rowman & Littlefield), pp. 1-32.

Tömmel, Ingeborg (2009), Modes of Governance and the Institutional Structure of the EU. In: Tömmel and Verdun, pp. 9-23.

Hooghe, Liesbet and Marks, Gary (2002), Types of Multi-Level Governance, «Cahiers européens de Sciences Po», 3 (June).

Scharpf, Fritz W. (2001), Notes Toward a Theory of Multilevel Governing in Europe, Scandinavian Political Studies (24), 1–26.

March 18th

Week 9: Innovative Governance in the EU, The European Employment Strategy, EU and Sports.

Readings

Rhodes, Martin (2005), Employment Policy: Between Efficacy and Experimentation. In: Wallace, Wallace and Pollack, pp. 279 – 204.

Armstrong, Kenneth and Kilpatrick, Claire (2007), Law, Governance, or New Governance? The Changing Open Method of Coordination. In: Columbia Journal of European Law Vol.13, pp. 649-677.

Croci, Osvaldo (2009), Taking the Field: the EU and Sport Governance. In: Tömmel and Verdun, pp. 139-158.

March 25th

Week 10:

Coping with Divergence between European and National Level; Coping with Diversity between the Member States: Transgovernmental Networks.

Readings

Grande, Edgar and Hartenberger, Ute (2009): Establishing Multi-Level Governance in the EU. Regulating Public Utilities. In: Tömmel and Verdun, pp. 199-219.

Eberlein, Burkard and Newman, Abraham (2009): Tackling the Regulatory Dilemma: The Rise of Incorporated Transgovernmental Networks. In: Tömmel and Verdun, pp. 237-254.

April 1st

Week 11:

Transgovernmental Policy Coordination: Cooperation in Justice and Home Affairs; The Bologna Process.

Readings

Lavenex, Sandra (2009), Transgovernmentalism in the Area of Freedom, Security and Justice. In: Tömmel and Verdun, pp. 255-271.

Keeling, Ruth (2006), The Bologna Process and the Lisbon Research Agenda: the European Commission's expanding role in the higher education discourse, in European Journal of Education (41) 2, S. 203-223.

Haskel, Barbara (2009), Weak Process, Strong Results: Cooperation in European Higher Education. In: Tömmel/Verdun, pp. 273-288.

To be convened,

Week 12:

Policy-Implementation in the Member States: Effective and Accountable?

Readings

Falkner, Gerda et al. (2004), Non-Compliance with EU Directives in the Member States: Opposition through the Backdoor? In: West European Politics 27 (3), pp. 452-473.

Hartlapp, Miriam (2009), Extended Governance: Implementation of EU Social Policy in the Member States. In: Tömmel and Verdun, pp. 221-236.

Falkner, Gerda and Treib, Oliver (2008), Three Worlds of Compliance or Four? The EU15 Compared to New Member States. In: Journal of Common Market Studies 46 (2), pp. 293-314.

Further Reading:

Bache, Ian and Flinders, Matthew (eds.) (2004): *Multi-Level Governance*. Oxford (Oxford University Press).

Featherstone, Kevin and Radaelli, Claudio M. (eds.) (2003), *The Politics of Europeanization*. Oxford (Oxford University Press).

Gualini, Enrico (2004), *Multi-Level Governance and Institutional Change. The Europeanization of Regional Policy in Italy*. Aldershot (Ashgate).

Kohler-Koch, Beate (ed.), *Linking EU and National Governance*. Oxford (Oxford University Press).

Hooghe, Liesbet. and Marks, Gary (2001), *Multi-Level Governance and European Integration*. Lanham (Rowman & Littlefield).

Tömmel, Ingeborg and Verdun, Amy (eds.) (2009), *Innovative Governance: The Politics of Multilevel Policymaking*. Boulder (Lynne Rienner).

A list of topics for the term paper will be provided at the introductory session of the course.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your letter of accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 7, 2008 for December examinations**, and **March 6, 2009 for April examinations**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course. The Department's Style Guide is available at:

<http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available **ONLY** if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science only communicates with students via Connect accounts. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.