

GRAD-C1-1102 Global Governance – European integration focus
as of 1 July 2020

Markus Jachtenfuchs

1. General information

Class time	Wed, 16-18h
Course format	This course uses a “flipped classroom” format and combines 50 minutes of pre-recorded material (audio or video) with a 50-minute interactive seminar. Students will use the pre-recorded material to prepare for the seminar. The seminar is taught onsite at the Hertie School, or online via the platform Clickmeeting, depending upon your location. For those attending the online seminar, Clickmeeting allows for interactive, participatory seminar style teaching.
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Link to Module Handbook [MIA](#) and [MPP](#)

Link to [Study, Examination and Admission Rules](#)

Instructor Information

Markus Jachtenfuchs is Professor of European and Global Governance at the Hertie School of Governance and Director of the Jacques Delors Institute Berlin. His main research interest is the study of multilevel governance in the EU and in the international system. In 2010, Jachtenfuchs was the Pierre Keller Visiting Professor of Public Policy at Harvard Kennedy School and the Weatherhead Center for International Affairs. Before joining the Hertie School of Governance in 2006 he was Visiting Professor at the University of Greifswald and Professor of Political Science at Jacobs University Bremen. He received his PhD from the European University Institute in Florence in 1994, after studying political science in Mainz, Paris, Berlin and Bruges. He previously worked at the Mannheim Centre for European Social Research (MZES) and completed his post-doctoral thesis at the University of Mannheim in 1999.

2. Course Contents and Learning Objectives

Course contents:

When states are faced with governance problems they cannot solve alone, they create international institutions and organizations. These are of global or regional scale, and for general as well as for specific purposes. Besides the prevention of violent interstate war (which will be dealt with in the

International Security course in the next semester), the provision of public goods and of effective and legitimate governance beyond the state is becoming increasingly important. This emerging pattern is not necessarily good or without problems. It is also neither necessarily global in a territorial sense nor limited to the 'international' realm with little or no connection to domestic politics. Modern 'global governance' is multilevel and transnational governance. And while it may help solving public problems that would otherwise remain unsolved, it may also create domestic losers or exhibit weaknesses such as structural accountability deficits. With the increased authority vested in institutions beyond the state, criticism and resistance also increases.

The course provides a problem-oriented introduction to key global governance concepts. After the first introductory sessions, the course will alternate between the in-depth discussion of a core concept and of concrete cases and applications. The empirical focus will be on the EU. Of all international institutions, the EU stands out in almost all respects – budget, personell, policy scope, depth, etc. It is therefore best suited to study key themes of governance beyond the state like a magnifying glass. The course is not an introduction to EU politics nor does it require a particularly deep knowledge of it but uses the EU as an example for general governance topics.

Main learning objectives:

The course gives students a conceptual and thematic overview on governance beyond the state, focussing on conceptual lenses to make sense of its structure and possible alternative or supplementary trajectories. The guiding theme is 'the contested rise of governance beyond the state'. As this is a Masters level course, there will be no descriptive introduction to specific organizations or policy fields. Instead, the course is about analytical concepts and broad trends that should be helpful to understand the trajectory and problems of governance from a political science perspective. It focusses on topics that students should know (if only as a background) when dealing with more specific problems later in their studies or in their professional live.

Teaching style:

The sessions dealing with concepts (i.e. those not dealing with applications) usually combine a short (10-15 min) overview lecture with an intensive discussion of the readings. The sessions dealing with applications will start with a student presentation, followed by a discussion of the presentation and the readings

Prerequisites:

None

3. Grading and Assignments

The final grade will be based on the following components. More detailed information will be provided in the course of the seminar.

- **an in-class presentation in one of the 'application' sessions (45%)**
 - 20 min strict time limit, with slides, **due on Moodle 48h before presentation**
 - should zoom into an important case or issue for illustrating the concept (to be discussed with instructor)
- **a research design paper on the presentation topic (45%)**
 - **3000 words maximum** (*everything* included)
 - due **Monday, 21 December 2020, 8:00** (a.m.) via Moodle
- **Course participation (10%)**
 - participation is marked by its active nature, its consistency, and its quality and does not simply reflect the quantity for seminar contributions

Grading policy: an 85 is a good grade, a 90 an excellent grade, grades over 90 are rare.

Please take note of the following rules:

Late submission of assignments: For each day the assignment is turned in late, the grade will be reduced by 10% (e.g. submission two days after the deadline would result in 20% grade deduction).

Attendance: Students are expected to be present and prepared for every class session. Active participation during lectures and seminar discussions is essential. If unavoidable circumstances arise which prevent attendance or preparation, the instructor should be advised by email with as much advance notice as possible. Please note that students cannot miss more than two out of 12 course sessions. For further information please consult the [Examination Rules](#) §10.

Academic Integrity: The Hertie School is committed to the standards of good academic and ethical conduct. Any violation of these standards shall be subject to disciplinary action. Plagiarism, deceitful actions as well as free-riding in group work are not tolerated. See [Examination Rules](#) §16.

Compensation for Disadvantages: If a student furnishes evidence that he or she is not able to take an examination as required in whole or in part due to disability or permanent illness, the Examination Committee may upon written request approve learning accommodation(s). In this respect, the submission of adequate certificates may be required. See [Examination Rules](#) §14.

Extenuating circumstances: An extension can be granted due to extenuating circumstances (i.e., for reasons like illness, personal loss or hardship, or caring duties). In such cases, please contact the course instructors and the Examination Office *in advance* of the deadline.

4. General Readings

- Baylis, J., Smith, S. and Owens, P. (eds) (2017) *The Globalization of World Politics: An Introduction to International Relations*, 7th ed., Oxford: Oxford University Press.
- Carlsnaes, W., Risse, T. and Simmons, B. A. (eds) (2013) *Handbook of International Relations*, 2nd ed., Los Angeles; London: Sage.
- Diez, T., Bode, I. and da Costa, A. F. (2011) *Key Concepts in International Relations*, Los Angeles; London: Sage.
- Karns, M.P., Mingst, K.A. and Stiles, K.W. (2015) *International organizations: The politics and processes of global governance*, Boulder, London: Lynne Rienner.
- Jackson, R. and Sorensen, G. (2018) *Introduction to International Relations: Theories and Approaches*, 7th Ed., Oxford: Oxford University Press.
- Griffiths, M. (2008) *Fifty Key Thinkers in International Relations*, 2nd ed., London: Routledge.
- Panke, D. (2018) *Research design and method selection: Making good choices in the social sciences*, Los Angeles: Sage.

5. Session Overview

Session	Session Date	Session Title
1	09 Sept 2020	Key concepts and problems of governance beyond the state
2	16 Sept 2020	Governance beyond the state as interdependence management
3	23 Sept 2020	The governor's dilemma (concept)
4	30 Sept 2020	The governor's dilemma (applications)
5	07 Oct 2020	Function and community (concept)
6	14 Oct 2020	Function and community (applications)

Mid-term Exam Week: 19.10 - 23.10.2020 – no class		
7	28 Oct 2020	Fragmentation (concept)
8	04 Nov 2020	Fragmentation (applications)
9	11 Nov 2020	Accountability and legitimacy (concept)
10	18 Nov 2020	Accountability and legitimacy (applications)
11	25 Nov 2020	Politicization (concept)
12	02 Dec 2020	Politicization (application)

6. Course Sessions and Readings

All readings and pre-recorded lectures will be accessible on the Moodle course site. In case of changes, you will receive a notification email.

Session 1: Concepts and theories of governance beyond the state

Learning Objective	Input/output oriented legitimacy; positive/negative integration; This is a dense and complicated text. When reading it, please focus on trying to understand the two pairs of concepts above.
Required Readings	<ul style="list-style-type: none"> Scharpf, F.W. (1999) <i>Governing in Europe. Effective and Democratic?</i>, Oxford: Oxford University Press, pp. 6-42.

Session 2: Governance beyond the state as interdependence management

Learning Objective	Liberal intergovernmentalism: preference formation, intergovernmental bargaining, institutional choice
Required Readings	<ul style="list-style-type: none"> Moravcsik, Andrew (2018): Preferences, Power and Institutions in 21st-century Europe. In: <i>JCMS: Journal of Common Market Studies</i> 56 (7), S. 1648–1674. Schimmelfennig, Frank (2018): Liberal Intergovernmentalism and the Crises of the European Union. In: <i>JCMS: Journal of Common Market Studies</i> 56 (7), S. 1578–1594.

Session 3: The governor's dilemma (concept)

Learning Objective	Governor's dilemma; indirect governance; core concepts of principal-agent theory
Required Readings	<ul style="list-style-type: none"> Abbott, K.W., Genschel, P., Snidal, D. and Zangl, B. (2020) 'Competence control theory: The challenge of governing through intermediaries', in K.W. Abbott, P. Genschel, D. Snidal and B. Zangl (eds), <i>The Governor's Dilemma: Indirect Governance Beyond Principals and Agents</i>, Oxford: Oxford University Press, pp. 3–36.

	<ul style="list-style-type: none"> • Lyne, M.M., Nielson, D.L. and Thierney, M.J. (2006) 'Who delegates? Alternative models of principals in development aid', in D.G. Hawkins, D.A. Lake, D.L. Nielson and M.J. Tierney (eds), <i>Delegation and Agency in International Organizations</i>, Cambridge: Cambridge University Press, pp. 41–76.
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Session 4: Application: court and central bank

Learning Objective	Application of the concept to the European Court of Justice and the European Central bank, fiduciary delegation
Required Readings	<ul style="list-style-type: none"> • Majone, G. (2001) 'Two Logics of Delegation. Agency and Fiduciary Relations in EU Governance', <i>European Union Politics</i> 2(1): 103–22. • Alter, K. (2006) 'Delegation to International Courts and the Limits of Re-contracting Political Power', in D.G. Hawkins, D.A. Lake, D.L. Nielson and M.J. Tierney (eds), <i>Delegation and Agency in International Organizations</i>, Cambridge: Cambridge University Press, pp. 312–38. • Gilardi, F. (2007) 'The Same, But Different: Central Banks, Regulatory Agencies, and the Politics of Delegation to Independent Authorities', <i>Comparative European Politics</i> 5(3): 303–27.

Session 5: Function and community (concept)

Learning Objective	Function vs. community, delegation vs. pooling
Required Readings	<ul style="list-style-type: none"> • Hooghe, L. and Marks, G. (2009) 'A Postfunctional Theory of European Integration: From Permissive Consensus to Constraining Dissensus', <i>British Journal of Political Science</i> 39(1): 1–23. • Hooghe, L., Lenz, T. and Marks, G. (2019) <i>A Theory of International Organization</i>, Oxford University Press, pp. 9-25.

Session 6: Application: Collective identity or efficiency in the EU?

Learning Objective	Application of concepts to case: collective identity, efficiency, solidarity
Required Readings	<ul style="list-style-type: none"> • Bremer, B., Genschel, P. and Jachtenfuchs, M. (2020) 'Juncker's curse? Identity, interest and public support for the integration of core state powers', <i>Journal of Common Market Studies</i> 58(1): 56–75. • Hobolt, S.B. (2016) 'The Brexit vote: a divided nation, a divided continent', <i>Journal of European Public Policy</i> 23(9): 1259–77.

Mid-term Exam Week: 19.10 - 23.10.2020 – no class

Session 7: Legitimacy and accountability (concept)

Learning Objective	Effectiveness vs. participation; 5 criteria for the democratic process; 3 democratic transformations
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	This is a very short but famous text full of concepts and theory from a prominent author; read it thoroughly and listen carefully to the prerecorded introductory lecture.
Required Readings	<ul style="list-style-type: none"> Dahl, R.A. (1994) 'A democratic dilemma: system effectiveness versus citizen participation', <i>Political Science Quarterly</i> 109(1): 23–34.

Session 8: Application: European Parliament and/or national parliaments?

Learning Objective	Functions of parliaments; evolution of parliamentary roles
Required Readings	<ul style="list-style-type: none"> Auel, K. (2019) 'National Parliaments and the European Union', <i>Oxford Research Encyclopedia of Politics</i>, Oxford University Press. Crum, B. (2018) 'Parliamentary accountability in multilevel governance: what role for parliaments in post-crisis EU economic governance?', <i>Journal of European Public Policy</i> 25(2): 268–86.

Session 9: Fragmentation and differentiation (concept)

Learning Objective	Differentiated integration
Required Readings	<ul style="list-style-type: none"> Schimmelfennig, F. and Winzen, T. (2020) <i>Ever looser Union? Differentiated European Integration</i>, Oxford: Oxford University Press, 1-9, 20-66.

Guest speaker: Frank Schimmelfennig (tbd)

Session 10: Application: Demoicracy

Learning Objective	Demoicracy
Required Readings	<ul style="list-style-type: none"> Nicolaïdis, K. (2013) 'European Demoicracy and Its Crisis', <i>Journal of Common Market Studies</i> 51(2): 351–69. Bellamy, R. (2019) <i>A republican Europe of states: Cosmopolitanism, intergovernmentalism and demoicracy in the EU</i>, Cambridge: Cambridge University Press, 1-20.

Session 11: Politicization (concept)

Learning Objective	Cosmopolitanism; communitarianism; cleavage
Required Readings	<ul style="list-style-type: none"> Zürn, M. and Wilde, P. de (2016) 'Debating globalization: cosmopolitanism and communitarianism as political ideologies', <i>Journal of Political Ideologies</i> 21(3): 280–301.

	<ul style="list-style-type: none"> • Zürn, M. (2019) 'Politicization compared: at national, European, and global levels', <i>Journal of European Public Policy</i> 26(7): 977–95.
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Session 12: Application: Differentiated politicization in the EU	
Learning Objective	Patterns and pathways of politicization
Required Readings	<ul style="list-style-type: none"> • Kriesi, H. (2016) 'The Politicization of European Integration', <i>Journal of Common Market Studies</i> 54(Annual Review): 32–47.