

Polymaking in the European Union

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Office Hours: TBD

Office: *online*

Class Room: *online*/Hörsaal III NIG
Erdgeschoß

Class Hours: Thursday, 16:45-18:15

Web: TBD

Course Description

From the data protection to food safety, the policies adopted by the European Union (EU) have far-reaching consequences in Europe and beyond. In this course, we will look at the main theories that try to explain how policies in the EU are made. We will then let these theories ‘come to life’ by looking at different policy areas in more detail, from environmental to economic to digital policy. Who are the main actors in EU policymaking, and what is their relative power? What kind of political system is the EU? How is EU policymaking different from policymaking on the national level, and how is it similar? How do we explain the EU’s response to the Euro crisis? Why is European competition policy tougher than US competition policy? Why is the EU a leader in global internet governance but has been unable to establish a comprehensive social policy? We will try to answer these questions by looking at both theories and empirics, availing ourselves of the conceptual tools and empirical knowledge to understand why the EU - one of the most interesting and important actors in today’s world - acts the way it does.

Learning Outcomes

The course aims to familiarize students with central theoretical insights and empirical findings from the literature on EU policymaking. At the end of the course, students should be able to

- identify and describe the main processes, institutions, and actors of European policymaking;
- summarize and critically assess the strengths and weakness of the main theories of policymaking in the European Union;
- apply these theoretical insights to explain EU policymaking in a variety of different policy areas.

Requirements

Students are required to attend classes and come prepared (i.e., having done and thought a bit about the readings). In addition, there will be three types of assignments that together make up the final grade.

- First, for **two** sessions of their choosing, students need to write short response papers (half a page) that reflect on the readings and end with a question for the class (25%). And remember, questions end with a question mark.
- Second, they are required to deliver a very short input presentation (around 5 minutes) for **one** session as well as prepare some discussion points for the class (e.g., questions, empirical examples) (25%). The former is meant to very quickly summarize the main points of the reading(s) and the latter is meant to kick off and organize the discussion.¹
- Lastly, students need to write a relatively short term paper on a topic related to the course (2000-3000 words) (50%). The paper can be theoretical or empirical and is meant to hone in on one particular question that the students can pick themselves (although they should briefly discuss this with me in advance).

Prerequisites

Students need no prior knowledge to successfully participate in this course - teaching you these basics is the whole point after all. A general interest in the topic, basic (!) English language skills, and a broad familiarity with the European Union are sufficient.

Course Policy

Basically, don't cheat and try to learn stuff, some more details follow below.

Grading Policy

You need to submit all the required assignments to pass the course. Your final grade will be the weighted average of these assignments. What is important to me when it comes to grading are two things. First, stick to the task at hand. If your response paper is meant to end with a question, end with a question. If your presentation is meant to be 5 minutes, make it no more than 6. If your term paper is meant to discuss one question in around 2500 words, don't try to answer half a dozen in 8000 words. It's almost a dad thing to say, but these skills are important not just at a university, but pretty much everywhere you want to end up at. Second, put a bit of effort into it, or at least make it look that way. Have some decent formatting (I have literally received a response paper in some Gothic-like font, in a dark orange, and with font size 16, don't do that). But also, try to be clear and crisp, which is often harder than writing long and convoluted sentences. Try to prepare a presentation that you yourself would like to listen to. Short, simple points, and make it clear if you found something unclear. You don't need to understand everything, have read a ton of additional

¹We will see how exactly we do this in the first session, after we know how many participants there are. But the idea is that no one person should talk for more than 5 minutes.

literature, or write in a fancy way to get a very good grade. Just stick to the task and try to make sense.

E-mail Policy

You can always email me if you have an idea for a term paper, if you want to learn more about a certain topic and don't know where to start, or if you have a question that you really don't want to ask in class. Please don't email me with questions that you could easily find the answer to in the syllabus or in my previous emails. I might take it badly.

Attendance Policy

You are required to attend each session, and I encourage you to prepare for and actively participate in them. However, if you really can't make it, just reach out to me, these things happen once or twice a term.

Course Outline

Week 1, March 11 : Introduction

No readings for this session

PART I: THEORIES OF EUROPEAN INTEGRATION

Week 2, March 18 : Neofunctionalism

Sandholtz, W. and Stone Sweet, A. (2012) ‘Neo-Functionalism and Supranational Governance’, in Jones, E., Menon, A. and Weatherill, S. (eds.) The Oxford handbook of the European Union. Oxford: Oxford Univ. Press, pp. 18-33.

Week 3, March 25 : Intergovernmentalism

Moravcsik, A. and Schimmelfennig, F. (2009) ‘Liberal Intergovernmentalism’, in Wiener, A. and Diez, T. (eds.) European integration theory. Oxford: Oxford University Press, pp. 67–87.

Week 4, April 1 :

We do not have class this week due to public holidays

Week 5, April 8 :

We do not have class this week due to public holidays

Week 6, April 15 : Postfunctionalism

Hooghe, L. and Marks, G. (2009) ‘A Postfunctionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus’, British Journal of Political Science, 39(01), pp. 1-23.

PART II: THE EUROPEAN UNION AS A POLITY

Week 7, April 22 : An Institutional Anatomy of the EU

Lelieveldt, H. and Princen, S. (2011) The Politics of the European Union. Cambridge: Cambridge University Press, pp. 51-78.

Week 8, April 29 : Interest Groups in the EU

Eising, R. (2019) ‘Interest Groups and the European Union’, in Cini, M. and Pérez-Solórzano Borragán, N. (eds.) European Union politics. Oxford: Oxford Univ. Press, pp. 201–218.

Week 9, May 6 : Agenda-Setting and Policy-Formulation

Lelieveldt, H. and Princen, S. (2011) *The Politics of the European Union*. Cambridge: Cambridge University Press, pp. 205-227.

Week 10, May 13 :

We do not have class this week due to public holidays

Week 11, May 20 : Decision-Making

Lelieveldt, H. and Princen, S. (2011) *The Politics of the European Union*. Cambridge: Cambridge University Press, pp. 228-251.

Week 12, May 27 : Implementation

Falkner, G. (2020) 'Applying, Enforcing, and Implementing European Union Rules', in Oxford Research Encyclopedia of Politics: Oxford University Press.

Week 13, June 3 :

We do not have class this week due to public holidays

PART III: SELECTED POLICY AREAS**Week 14, June 10 : Competition Policy**

Thatcher, M. (2020) 'Competition Policy: The Politics of Competence Expansion', in Wallace, H., Pollack, M.A. and Roederer-Rynning, C. (eds.) *Policy-making in the European Union*, pp. 130–151.

Week 15, June 17 : Trade Policy

Poletti, A. and Bièvre, D. de (2014) 'The political science of European trade policy: A literature review with a research outlook', *Comparative European Politics*, 12(1), pp. 101–119.

Week 16, June 24 : Digital Policy

Newman, A.L. (2020) 'Digital Policy-Making in the European Union: Building the New Economy of an Information Society', in Wallace, H., Pollack, M.A. and Roederer-Rynning, C. (eds.) *Policy-making in the European Union*, pp. 275–296.