

GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF EUROPEAN UNION RELATIONS & DEPARTMENT OF
INTERNATIONAL RELATIONS

EU 305, EU 308: EU ENLARGEMENT AND HARMONIZATION

COURSE OUTLINE

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Introduction to the Course/ Course Objectives/Course Description:

European integration/enlargement is one of the most important political experiments in recent history. This course looks at the historical impetus for European integration and to the recent trends in this process, as well as its future prospects as the Union's borders enlarge and it confronts new challenges. The emphasis is on the historical events and facts that led to the emergence of the idea of European Integration and later on, how this idea was put into practice and what will be the next.

The course provides an overview of historical development of European continent from philosophical, political, economic, social, cultural perspectives; backgrounds for the EU formation, evolution, integration and enlargement and according to this will shed lights on the future prospects of EU.

Reading List:

- **Martin Dedman: The Origins and Development of the European Union 1945-2008, 2nd edition, 2010**
- **Meltem Muftuler- Bac and Damla Cihangir: European Integration and Transatlantic Relations, 2012**
- **Norman Davies: A History of Europe, 1997**
- **R. Daniel Kelemen: Wider and Deeper? Enlargement and Integration in the European Union,**
- **Rosa Balfur and Corina Stratulat: The Enlargement of European Union, 2012**
- **Steinar Stjerno: Solidarity in Europe: The History of an Idea, 2004**
- **Stephen Hause and William Maltby: Western Civilization: A History of European Society,**
- **T. C. W. Blanning: The Oxford History of Modern Europe, 2000**
- **Wolfram Kaiser, al.: The History of European Union: Origins of Trans- and Supranational Polity 1950-1972, 2008**

Course Structure/ Lectures Outline

Session One: Introduction to the Course – 1 class

Course Objectives:

By the end of the course the students should:

- Learn how to perform an academic research
- Learn how to write an academic paper
- Understand the importance of history in analyzing the current events
- Know the background of EU and its evolution
- Distinguish between the different theoretical approaches
- Make the predictions upon the future, by combining the knowledge gathered

Structure of the Course:

The course will be constituted of 11 interrelated, consequent topics plus additional specific topics. Each topic will form a subject of presentation and term-paper of a given student. Each topic will be given one lecture for discussion. Additional assignments will be discussed during the lectures as well.

Course Requirements and Grades:

Assignments and Presentation: 40%

Throughout this course students have to submit several assignments related to the specific subject discussed during the lecture and which will constitute the base of their term-paper. Besides that, each of the students has to present his/her term paper to the class before the final submission.

Mid-Term Examination: 30%

Final Examination: 30%

Final examination will be based upon the topics given in the beginning of the course.

Additionally:

- Specific rules and norms will be announced during the introductory lecture
- Correspondence format will be discussed
- Students' list will be formed
- Questionnaire distributed

Session Two: What is Europe and which meaning does it possess? Is Europe a concept? Is Europe an identity? Perceptions and views about Europe in the past and nowadays – 1 class

By the end of this lecture students should:

1. Distinguish between “word”, “term” and “concept” notions
2. Understand the meaning of “identity” and relate it to the Europe
3. Know the origins of the Europe

KEY POINTS:

- a. The meaning and historical development lay down in the main differences between them. The “word” is totally ahistoric, it does not possess any historical background; “term” is historic by nature, but limited within a period; “concept” is totally historic one, it has different meanings in different periods; if we are going to analyze a concept we have to look at its meaning in a given period of time and conditions. According to this, the meaning of these also differs within historical framework.
- b. **There are four main theoretical concepts that drive the study of European identity:**
 - **European identity and identification with Europe:** Identity has an individual component of active choice coupled with a collective component where individuals orient themselves to one or more aggregate groups or collectivities. The collectivities to which one orients depend upon context and can be multiple, so it is more accurate to speak of a mosaic of situation-specific identity rather than identities being nested one within another. Although few people may have a primary identity as ‘European’, such an identity can become salient in specific contexts.
 - **Europeanisation** refers to a hypothesized trend towards national institutions and nationally-based fields of activity or perspectives being supplanted by institutions or fields at the European level. The validity of the concept can be questioned since Europeanisation in reality may be only a peripheral variant of a larger trend of globalisation.
 - **Transnationalism** is contrasted to permanent migration and refers to ‘cross-border’ living where, thanks to modern infrastructure, a person can maintain a social existence both in their current country of residence and their country of origin.
 - **Cosmopolitanism** refers to actively seeking out and appreciating contact with other cultures and hence coincides with perceived European values of tolerance and equality.
- c. The word “Europe” was used at first time in the 7 BC by the Greek in order to describe the northern region which remained unknown for them. Phoenicia-originated, “Europe” literally refers to “**where the sun sets**”

Session Three: Brief History of European continent – 1 class

By the end of this lecture students should:

1. Know the historical events and facts that became the turning points in the European
2. Know the existing classifications of the history
3. Form cause-effect relations between historical events

KEY POINTS:

- a. Treaty of Westphalia, Concert of Europe, Spring of Nations, WWI and WWI, Cold War, Formation of EC/EU (discussed in details), are the basic historical turning point events in Europe
- b. The history can be classified according to the different dimensions: geography, time/periods, fields, history of a given nation, etc. In its turn, these dimensions are divided into categories. For example: geography- World History, History of Europe, History of America, etc (according to the geographical region or sub-region); time/ periodization- Ancient Times, Medieval Times, Modern Times (which can be divided themselves, ex. Medieval Times- Early Medieval Period & Renaissance); field- political history, history of economics thought, history of political thought, history of philosophy, etc.

Session Four: The philosophical roots of common Europe/ European Unity thoughts- 3 classes

By the end of this lecture students should:

1. Know the historical development of the ideas and philosophy of common Europe
2. Identify the conditions in which those thoughts were born and developed
3. Distinguish between political, economic, social, cultural behind the philosophy of common Europe
4. Analyze those ideas/thoughts through theoretical paradigms
5. Understand how those thoughts effect the political issues and decision-making
6. Identify the consequences of that philosophy

KEY POINTS:

- a. **Charlemagne**, founder of the Holy Roman Empire, largely ruled Europe in 800 and uttered “Europeanization” for the first time in the history in order to provide a fundamental ideology for the integration. On future dates, Charlemagne was titled as the Father of Europe, *expaterEuropae*.
- b. As Christianity gradually radicated (took roots), the Europe became a union of Christian Communities. The word Europe was never used until the XIV century. The “union” was, then, interpreted as the unity of Christian governments. In the XIII century, **Dante** talked about such union.
- c. As a result of the wars made and peace treaties signed among the nation-states of Europe, the notion of a European Federation was generated. **Immanuel Kant**, a German philosopher, came up with an idea of “Federation of Republics in Europe” which would utterly provide a perpetual peace at Europe (Philosophical Project for Perpetual Peace, 1795)
- d. Later on, **Victor Hugo**, came up with the idea of “United States of Europe” during the International Peace Conference in 1848

- e. During the period between two world wars, attempts to a European Union foundation were not supported. Both “Pan-European Congress” by **Richard Coudenhove Kalgeri** from Australia in 1926 and “European Federal Union” idea by French statesman Briand in 1930 remained inconclusive.
- f. After the WWI, liberalism and its middle range theories (intergovernmentalism, federalism, and institutionalism) came out as the response to the realism. They laid down the theoretical background for the EC/EU formation)

Session Five: European Community/Union & European Community/Union Enlargement- 4 classes

By the end of this course students should:

1. Know the historical background of EC/EU, facts of its formation, relevant treaties, structure/institutions
2. Know what does enlargement mean
3. Distinguish between integration and enlargement
4. Know the historical background of EC/ EU enlargement and historical conditions for it
5. Prioritize motives and need for the enlargement from different perspectives
6. Identify aims and objectives of enlargement and tools to perform it
7. Analyze the theoretical framework of the process
8. Distinguish between enlargement waves; know their periodization and pre-conditions for each of them
9. Know in which direction enlargement was performed and why in that direction in the given time.

KEY POINTS:

- a. World War II brought the greatest devastation to Europe since the time of barbarous tribes’ attacks. There was a need for establishing a sustainable prosperity and peace in Europe following the WWII: 1.The need for a permanent solution for the political controversies between France and Germany. 2. The need for an integration preventing a possible Soviet threat in terms of security. (Truman Doctrine – Brussels Agreement – NATO) 3. The need for recovering the post-war destruction; thus establishing prosperity and making it widespread as well as ensuring the efficient distribution and use of the Marshall Aid.
- b. In 1946, Benelux economical union zone was constituted among Belgium, Netherlands and Luxemburg.
- c. 1947: 1st Congress of European Parliamentary Union- the history of European Parliamentarism began
- d. Truman Doctrine of 12th March 1947 certified the Cold War’s beginning.
- e. In 17th March 1948, Belgium, Netherlands, Luxemburg, Britain and France established the Brussels Treaty. (For the protection of a possible German attack on paper, but literally from the USSR threat)
- f. The announcement of the Marshall Plan by the Minister of Foreign Affairs of the USA, George Marshall on 5th June 1947. It was suggested that the damage of the war can be overcome as long

as all European countries participate in a comprehensive economic plan. 16 European countries agreed to participate in the mentioned plan formed the “Organization of European Economic Cooperation” on 16th April 1948. (Then renamed as OECD)

- g. The agreement on ECSC was signed among the Benelux countries, France, Germany and Italy (The Six) on 18th April 1951. Britain did not participate in the agreement. Following the approval process the ECSC was put into force on 25th September 1952.

h. Structure of 1952 Treaty:

- European Coal and Steel Community
- Institutions of Community
- Economic and Social Provisions
- General Provisions

- i. With the Treaty of Rome signed in on 27th March 1957, EEC and EURATOM were founded. It was put into force on 1st January 1958. A customs union, freedom of movement, free competition, communal trade policy and communal agriculture policy were formed accordingly.

j. Institutions, their structure and functions:

- **Commission** would consider the profits of the Community as an executive organ of the EEC where the Commission members were to be composed of 9 spokesmen who would be jointly elected by the member states and fulfil their duties for 4 years with taking no orders from the countries that they were elected from.
- The **Council** is formed with the attendance of one minister from each member state and function as the main decision-making organ –which is based upon consensus- of the EEC.
- The structure of the **European Parliament** was weak. The members directly came through election. It did not have that much power on the assignment of Commission members. The effect of it on the decisions of the Commission and the Council stayed as advice merely.
- The **Court of Justice** functioned as the guard for the superiority of the law in the implementation of the treaties. It was composed of 7 judges who were jointly approved by the member states

k. Methods of Integration:

- **Economic Integration:** Expanding on the other sectors as a result of the joint dependency and functionality that is began and created within one sector of the economy which leads to a gradual integration model through political integration as neo-functionalism and spill-over effect
- **Supranational Integration:** Transference or share of the authority; supra-nationalism based upon institutional structure.
- **Legal Integration:** Integration depending on where law is used as a mean for creation of a common legal arrangement of which members are connected to each other.

l. Pillars of EC/EU:

- Economic Integration- European Community
- Political Integration- Common Foreign and Security Policy
- Cooperation in Justice and Home Affairs

m. Basic Treaties of EU:

- Maastricht Treaty (1992)- formation of EU

- Treaty of Amsterdam (1999)
 - Treaty of Nice (2000)
 - Treaty of Lisbon (2009)
- n. The Enlargement of EU: to include new member state- widening; The Integration of EU: increasing the scope and strength of EU's power- deepening
- o. 6 Waves of EC/EU enlargement:**
- 1st wave (1973): United Kingdom, Ireland, Denmark
 - 2nd wave (1981): Greece
 - 3rd wave (1986): Portugal, Spain
 - 4th wave (1995): Austria, Finland, Sweden
 - 5th wave (2004): Poland, Hungary, Czech Republic, Estonia, Cyprus, Slovenia, Lithuania, Latvia, Slovakia, Malta
 - 6th wave (2007): Bulgaria, Romania

Session Six: European Union Enlargement and Transatlantic Relations- 1 class

By the end of the course students should:

1. Know the essence of the concept of “Transatlantic Relations”
2. Know the brief history of the EU- Transatlantic Relations
3. Identify the cause-effect relation of EU enlargement and Transatlantic Relations

KEY POINTS:

- a. In the post 1945 world order, the partnership between European countries and the United States (US) was the most important relationship in world politics. The US and its European allies, representing the ‘West’, were the main force behind the international financial order, the free trade system and the collective security arrangements. The United Nations, the General Agreement on Tariffs and Trade (GATT) regime, and the Bretton Woods system comprising the International Monetary Fund (IMF) and the World Bank, all have roots in the ‘West’, and the ‘West’ achieved through them a leadership status which the Soviet-led Communist bloc was never able to match fully (Keohane 2002). It is within this framework of global governance that the possible impact of the European integration process on transatlantic relations needs to be assessed. “Europe needs the US and the US needs Europe. When we speak with a common voice, no challenge is too great. When we speak with a common voice, we are truly an indispensable partnership” (José Manuel Barroso)

Session Seven: EU Enlargement and NATO enlargement/expansion- 1 class

By the end of this course students should:

1. Know the brief history of NATO and its historical development
2. Form a cause-effect relations and understand the relationship between these two processes

KEY POINTS:

- a. North Atlantic Treaty was signed on 4th of April, 1949. The Alliance was to serve three main purposes:
 - Deterring Soviet Expansionism
 - Forbidding the revival of nationalist militarism in Europe
 - Encouraging European political Integration
- b. **Article 5: “an armed attack against one or more of them... shall be considered an attack against them all” and that following such an attack, each Ally would take “such action as it deems necessary, including the use of armed force” in response.**
- c. **“Partnership for Peace” Program (1994):** allowed non-NATO countries, or “Partners”, to share information with NATO Allies and to modernize their militaries in line with modern democratic standards. Partners were encouraged to choose their own level of involvement with the Alliance. The path to full membership would remain open to those who decided to pursue it.
- d. New mission of NATO: extending peace through the strategic projection of security.
- e. EU and NATO Enlargements:
 - Accession of Baltic States into both EU and NATO (2004): The argument for enlarging NATO to take in these countries is much the same as that for EU enlargement: including former communist countries in the peaceable, prosperous, secure European institutions is the best way to ensure that these new countries themselves become peaceful, prosperous, and secure.
 - Special Programs for non-members, such as NATO’s “PfP” and EU’s “Eastern Partnership”;

Session Eight: Future of the EU Enlargement- 1class

By the end of this course students should:

1. Know the enlargement process/ criteria for accession
2. Analyze the prospects and challenges of the future enlargement
3. Answer the questions: Where to enlarge? Is there any need to do so

KEY POINTS:

- a. **Enlargement Criteria (Copenhagen Criteria):**
 - Democracy: Is the country a stable democracy, with a rule of law, respect for human rights, and the protection of minorities?
 - Market Economy: Does the country have a functioning market economy, able to compete in the EU’s common market?
 - Adhering to EU Regulations (acquis communautaire): Can the country adopt all the common rules, standards, and policies that make up the body of EU law and participate in political, economic, and monetary union?
- b. **Candidate States:** Albania, Macedonia, Montenegro, Serbia, Turkey

Session Nine: Presentations – 3 classes

Student will present their term papers during 3 consequent lectures (each lecture 3-4 presentations). By the end of each presentation a 5 minutes Q-A session will be held.

