GY 103 – Contemporary Europe

Class Syllabus – Autumn Term (AT)

Class teacher: Till Meissner (t.a.meissner@lse.ac.uk)

Office hours: Mondays, 2-3 pm in CKK 3.04. Please book appointments via Student Hub.

Please note that this syllabus is subject to changes.

Group 1: Mondays 9-10am, CBG.1.07

Group 2: Mondays, 11-12am, CBG.1.07

Group 3: Mondays, 12-1pm, CBG.1.07

1. Introduction

This handout covers Block A of the course on "The Political Economy of European Integration", i.e. weeks 2 – 11 in **Autumn Term** (AT). It also discusses general issues relating to the role of classes and class format along with our expectations as to your involvement. Furthermore, it provides details on **in-class debates and policy pitches**, **essay submissions** as well as **reading cards** for key readings.

2. Purpose of classes

Classes constitute a crucial part of the teaching provision at LSE. Hence, they are **compulsory**, and your attendance will be recorded at the beginning of each class. Classes aim to consolidate and deepen your understanding of the material covered in the lectures and the reading list. To achieve this, you are expected to study the respective readings before class, participate in discussions and submit coursework on time. This is the best way to ensure you do well in the final exams at the end of the academic year.

3. Structure of classes

Each class will commence with a brief introduction summarising the key concepts from the previous lecture. This is followed either by student-led debates on the discussion topics outlined below, or intensive work on the core reading material. **Section 4 will provide more details on the format of debates**. In addition, in some weeks, students are asked to prepare a **reading card** for one of the core readings, which will form the basis for in-class discussions and exercises. All reading cards will be made available

on Moodle to create a common database that can help you during your exam preparation. Past students of this course found this very helpful as it provides you with written revision material, which really helps you during the exam preparation phase. Note, however, that of course also lecture slides and book chapters are required revision material. **Further details on the reading cards can be found in section 5 of this handout**. The following table gives an overview on the classes for Autumn Term (AT). It further indicates when reading cards need to be submitted and which debate/policy pitch must be prepared.

AT Week	**Class**	**Submission due**	**Debate/Policy Pitch**
Week 1 (30/09 – 6/10)			
Week 2 (07/10 – 13/10)	Class 1		
Week 3 (14/10 – 20/10)	Class 2	Reading card 1	
Week 4 (21/10 – 27/10)	Class 3	Reading card 2	
Week 5 (28/10 – 03/11)	Class 4	Reading card 3	Debate 1
Week 6 (04/11 – 10/11)	Reading week	Essay 1 (Friday, 8th November)	
Week 7 (11/11 – 17/11)	Class 5		Debate 2
Week 8 (18/11 – 24/11)	Class 6	Reading card 4	
Week 9 (25/11 – 01/12)	Class 7	Reading card 5	Regional Policy Pitch Round 1
Week 10 (02/12 – 08/12)	Class 8	Reading card 6	Regional Policy Pitch Round 2
Week 11 (09/12 – 15/12)	Class 9		Recap

4. Debates

The debates all follow the same format: Two groups will present opposing views on the same broader topic. **Group allocations are done by the class teacher and students cannot switch between groups!** Note that it is irrelevant whether the topic is personally supported by the presenters as the exercise will mainly strengthen students' argumentation and presentation skills. Each presentation should introduce the supportive arguments of one side of the debate **within 10 minutes and maximum 6 power point slides**. Following the presentations of each group the class will engage in a short discussion. The discussion will be started with questions from the students defending position A to the students defending position B and vice versa. The remaining students will be involved in the debate as discussion panel. They are expected to prepare two questions, one for each group of presenters, and to cast their vote in favour of either Position A or B at the end of the session.

Since you have very limited time to convey your key arguments don't be overly ambitious in terms of how much material you put on your slides. A standard format would use an introductory slide stating the position, 3-4 slides for theoretical arguments and examples and a conclusion slide. Keep your slides simple and not overcrowded and use few images and charts to highlight key points. **Please share your presentation slides before class via email** (t.a.meissner@lse.ac.uk).

Debate topics:

Debate 1 (week 5): Has economic integration improved competitiveness and boosted economic growth in the European Union?

- Position A – Yes, economic integration has improved competitiveness and boosted economic growth in the European Union.
- Position B – No, economic integration has not improved competitiveness and boosted economic growth in the European Union.

Debate 2 (week 7): Has economic integration been a driver of increased regional inequality in the European Union?

- Position A – Yes, economic integration has been a driver of increased regional inequality in the European Union.
- Position B – No, economic integration has not been a driver of increased regional inequality in the European Union.

5. SWOT-Analysis/Policy Pitch:

In weeks 9 and 10, you are asked to present a project pitch for a specific regional development fund. This should be a 10-minute presentation in which you introduce a SWOT-analysis (based on economic and social indicators) of a specific region in Europe (NUTS-2) and present a specific development intervention you seek funding for from one of the EU regional development funds. In your presentation, you should also demonstrate how well your project idea is aligned with EU regional policy priorities (e.g., “smarter Europe”, “more social Europe” etc.) and key principles (“e.g., “concentration of financial resources”, “additionality to national efforts” etc.). You will prepare this project pitch together with the debate group you will be allocated to within the first weeks of the term.

6. Readings

There are several key readings for this course in addition to other reading material indicated in the general course outline. For the weeks indicated in the calendar above (under “Submission”), each student needs to submit a reading card. At the start of the respective week, you will find a folder including instructions on the reading and questions to answer in your reading card in the respective moodle section. **The reading card itself should be uploaded by Sunday evening, the day before the class. You do not have to prepare a reading card for the weeks you are preparing the debate or policy pitch for.**

Key readings for reading cards (for links see reading list online!):

<u>Section 1 – The process of European integration and its economic effects (Weeks 1 – 5)</u>

Weeks 1 & 2 (Class 1):

No reading card to submit but please read the following:

- Baldwin R. and C. Wyplosz, The Economics of European Integration (6th edition; McGraw Hill, 2019) or (7th edition; McGraw Hill, 2022) {AVAILABLE ON-LINE} – **Chapter 1 on "History" & Chapter 2 on "Facts, Law, Institutions" (except 2.7 on Budget)**

Week 3 (Class 2):

Please submit a reading card for the following reading (see questions on Moodle):

- Baldwin R. and C. Wyplosz, The Economics of European Integration (7th edition; McGraw Hill, 2022) {AVAILABLE ON-LINE} – **Chapter 5 on "The essential economics of preferential liberalization" (except 5.1.2,5.1.3,5.1.4 & 5.2) & Chapter 6 on "Market size and scale effects" (6 + 6.1 + 6.4)**

Week 4 (Class 3):

Please submit a reading card for the following reading (see questions on Moodle):

- Baldwin R. and C. Wyplosz, The Economics of European Integration (7th edition; McGraw Hill, 2022) {AVAILABLE ON-LINE} – **Chapter 7 on "Growth effects and factor market integration"**

Week 5 (Class 4):

Please submit a reading card for the following reading (see questions on Moodle):

- Baldwin R. and C. Wyplosz, The Economics of European Integration (7th edition; McGraw Hill, 2022) {AVAILABLE ON-LINE} – **Chapter 10 on "Location effects, economic geography and regional policy" (10.1)**

Week 6 (reading week)

- **No reading card to submit –** Essay 1 submission on the 8th of November. But please take a look at:
- European Commission (2024) "**9th Report on Economic and Social Cohesion"**

<u>Section 2 – EU micro-economic policies (Weeks 7 – 11)</u>

Week 7 (Class 5):

No reading card to submit but please read:

- Baldwin R. and C. Wyplosz, The Economics of European Integration (7th edition; McGraw Hill, 2022) {AVAILABLE ON-LINE} – **Chapter 2.7 on "The budget"**

Week 8 (Class 6):

Please submit a reading card for the following reading (see questions on Moodle):

- Baldwin R. and C. Wyplosz, The Economics of European Integration (7th edition; McGraw Hill, 2022) {AVAILABLE ON-LINE} – **Chapter 10 on "Location effects, economic geography and regional policy" (10.2 – 10.7)**

Week 9 (Class 7):

Please submit a reading card for the following reading (see questions on Moodle):

- Crescenzi R. and Giua M. **"Different approaches to the analysis of the EU Cohesion Policy: leveraging complementarities for evidence-based policy learning"** in Berkowitz P., Bachtler J., Muravska T. and Hardy S. (Eds) EU Cohesion Policy Reassessing Performance and Direction, Routledge, Regions and Cities book series, 2016

Week 10 (Class 8):

Please submit a reading card for the following reading (see questions on Moodle):

- Baldwin R. and C. Wyplosz, The Economics of European Integration (7th edition; McGraw Hill, 2022) {AVAILABLE ON-LINE} – **Chapter 9 on "The common agricultural policy"**

Week 11 (Class 9):

No reading card to submit but please read:

- Crescenzi, R., Giua, M., Martino, R., Vezzani, A. "**Firms, Cities, and Regions in the Economic Policy Response to COVID-19"**. In: Zimmermann, K.F. (eds) Handbook of Labor, Human Resources and Population Economics. Springer, Cham, 2023 https://doi.org/10.1007/978-3-319-57365-6_408-1

7. Essays

As part of your assessment, you have to submit two essays, one in AT and one in WT. Each will count for 10% of your final grade. The deadline for the first essay is Week 6 in AT (**Friday 8th November at 4 pm**). All essays have to be submitted electronically, using the link on the GY103 Moodle Page. Essays should all be typewritten and submitted in .doc or .pdf format. The essays must NOT exceed 1000 words.

Writing convincing essays can be a challenge in the beginning but there are some tools and advice that can make it easier. Each essay should have three main parts: introduction, main body and conclusion.

Criteria for Assessing Essays:

Essays will be assessed based on several criteria. Please see the handbook for undergraduate students of the Geography and Environment department and most importantly the form for essays.

Guidelines for Writing Essays:

Please read the guidelines in the Department of Geography's *Undergraduate Handbook.* The Teaching and Learning Centre also offers sessions on essay writing and study skills. Academic writing is an art. You may not be excellent at it from the start - this is quite normal. But with plenty of **practice** and **feedback** on your writing in the formal academic style you can even become a quality 'artist'. There are thousands of resources to learn 'the art'; please find below a selection for first time essay writers.

Royal Literary Fund:
http://www.rlf.org.uk/resources/writing-essays/

LSESU tumblr:
http://lsesu.tumblr.com/post/44955643110/essay-writing-tips
http://lsesu.tumblr.com/post/35767943347/lse-event-brief-how-to-write-an-essay

This webpage contains very useful short sections on different kinds of writing, such as persuasive writing with examples and practical recommendations:
www.studygs.net/wrtstr4.htm
A list of words for making transitions between paragraphs and sentences: www.studygs.net/wrtstr6.htm

Many books provide advice on essay writing. Please have a look at them if you need to. A few references include:

- Redram, P. (2006) *Good essay writing*, London: Sage, 3rd edition.
- Levin, P. (2007) *Write great essays*, London: Open University Press.

The use of graphs and tables to illustrate your arguments in the essays is highly recommended; EUROSTAT's regional database is very useful for sourcing primary data at the regional level. More on this will be explained in detail in the class.

EUROSTAT – REGIONAL database
https://ec.europa.eu/eurostat/data/database
(Note: select Regional statistics by NUTS classification)
European Innovation Scoreboard:
https://ec.europa.eu/research-and-innovation/en/statistics/performance-indicators/european-innovation-scoreboard/eis