

UNIVERSITY OF RICHMOND

ROBINS SCHOOL OF BUSINESS



ECON 210
Economics of the European Union, 1 unit

Spring 2018

SYLLABUS

Instructor: Thomas Zylkin
Office: BUS 331
E-mail: tzylkin@richmond.edu (NOTE: All class correspondence will be sent to your Richmond e-mail accounts.)
Office Hours: Wednesdays, 9am - 10am & 4:30pm - 5:30pm
Required Books: Baldwin, Richard and Wyplosz, Charles, THE ECONOMICS OF EUROPEAN INTEGRATION, 5th Ed., 2015
Gilbert Mark, EUROPEAN INTEGRATION: A CONCISE HISTORY, Revised, Updated Ed., 2011
(You are more than welcome to obtain used copies of these books if you wish.)

Course Description and Objectives: This is a seminar-style Economics class where we will learn about and critically evaluate the economic foundations underlying the past, present and future of the European Union. As such, the format of the course will combine lecture material on the economics of regional integration with reading-, writing-, and discussion-intensive activities meant to illuminate the past 70 years of European integration and raise important questions for the future of the European Union.

Given current controversies about economic integration throughout the world, this course is also meant to hold up the E.U. as a valuable case study revealing both the promise as well as the limits of what economic agreements between countries can deliver. The so-called “European project” is the boldest experiment in regional economic integration in modern history, comprising a free trade area, common external tariffs on imported goods, a coordinated agricultural policy, the complete free movement of labor and capital across borders, a common currency, and a supra-national European Parliament and Central Bank. Our course will tackle each of these pillars of Europe’s unprecedented economic union in turn, all the while taking the time to contemplate the meaning of “Europe” for our own collective future economic governance.

COURSE REQUIREMENTS AND POLICIES

CLASS STRUCTURE. As this is a very “hybrid” course meant both to teach you some economics as well as foster discussion about current events, we will use our class time in a variety of different ways and there also will be a variety of different opportunities for assessment.

When starting on a new topic (e.g., the E.U.’s trade policy), we will typically begin with a lecture introducing some graphical tools that will allow us to perform an economic analysis of that topic. Subsequent class meetings will then switch from lecture to discussion, asking you to read additional material drawn from the popular press and/or from Gilbert’s *Concise History* that pertain to that topic. The only regular homework assignments you will have are short (~1 page) “response essays” meant to prepare you for these in-class discussions. The other main forms of assessment will come in the form of frequent quizzes (which will test basic comprehension of the material), a midterm exam (which will expect you to go more into depth), a term paper on a topic of your choice, and a group project in which you will debate your fellow classmates about controversial recent developments facing the E.U.

EXAM. There will be one written exam for the class to be held midway through the semester, exact date TBD. In line with the overall structure of the course, the format of this exam will combine questions that will test your comprehension of the underlying economic concepts we will study in class with other, more open-ended essay-type questions that will ask you to express a coherent and informed opinion on a topic that stirs debate. There is no final exam.

QUIZZES. In addition to the midterm exam, there will also be regular quizzes based on the material covered in lectures and in reading assignments. The purpose of these quizzes is both to help you stay on top of the material that will be tested on the exam as well as to give you more frequent assessments throughout the course. The quizzes are meant to be straightforward tests of your comprehension and I will give you explicit guidance on what parts of the text or other readings they will be drawn from beforehand.

“DISCUSSION QUESTION” ASSIGNMENTS. Both to encourage discussion in the course and to encourage you to think about key readings, I will regularly be assigning “discussion questions” for you to answer ahead of class. I expect the answers to these questions to be **typed, printed out, and ready to hand in** before class starts. There is no page limit for these assignments per se, but they need not be lengthy; one page double-spaced is an acceptable minimum (single spacing is also fine.)

TERM PAPER. Another key goal of this course is to develop your ability to write coherently and persuasively about controversial economic issues. Accordingly, I will also ask you to conduct research into an important policy issue facing the European Union and/or an individual European country or sub-region and report your findings in the form of a 2,000 word essay. The paper will be due at the end of the course, but there will be frequent deadlines associated with this assignment throughout the course to aid in the development of the project and to keep it on track. There will also be an in-class “writing workshop” where we will workshop your work-in-progress and discuss best writing practices. The discussion assignments will also give me an opportunity to give you frequent feedback on your writing throughout the course.

IN-CLASS DEBATES. By far, the two most existential crises the E.U. has faced in recent years are the Greek debt crisis and the United Kingdom’s impending “Brexit” from the union. The questions these situations raise do not have easy answers within the E.U.’s current institutional framework. To engage with these topics in as rich a way as possible, much of our discussion on these topics will take the form of a **group project**, where you will form groups and debate your fellow students about what these events mean for the future of the E.U.

REQUIRED BOOKS AND OTHER ASSIGNED READINGS. There are two required books for this course. Most of the economics material will be drawn from Baldwin and Wyplosz. To enrich the material from Baldwin and Wyplosz with a more in-depth historical perspective, however, we will also be drawing from Gilbert’s *Concise History*. I do expect you to purchase both of these books and read assigned readings before class. **A word on costs:** You can find used copies of each of these books from typical online sellers. (Gilbert’s book, in particular, is [inexpensive to acquire](#).)

CLASS ATTENDANCE. Since this is a seminar-style class, it will be important for you to come to class to see how the lecture material draws on assigned readings and to participate in the discussion. I will not take attendance or declare that attendance is “mandatory”, but it will be very much in your best interest to make an effort to attend all classes. I do make part of your grade dependent on participation; frequent absences naturally may affect your grade here.

IN CLASS. I will assume that before coming to class you have familiarized yourselves with the material to be covered, both from the assigned readings and by working on discussion questions. As noted above, you are expected to be an active participant in the class, both by asking questions and by participating in discussions. Please note, however, that the *quality* of your in-class contributions matter just as much as quantity (if not moreso!) in determining your participation grade.

GRADING POLICY. The grade that you get in the class will be the grade that you have earned. The only time that I will be willing to change a grade is when I have made a mistake and it has been brought to my attention before the end of the semester. Your final grade will be determined as follows:

Quizzes	(10%)
Participation	(10%)
Homework	(10%)
In-class Debate	(20%)
Midterm	(25%)
Term Paper	(25%)

NOTE. Your grade on written work for this class will not be merely based on content. I will expect you to express your thoughts in a smooth, clear, and logical sequence, using the economic concepts we have established in class in an appropriate manner

A WORD ON INTEGRITY. Violations of the Honor Code Statute in this class will not be tolerated and may result in severe academic sanctions. In order to familiarize yourself with the University of Richmond's Honor Code as well as the policies in place regarding academic misconduct and dishonesty, you may refer to the following web site:

<http://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html>.

If you have any doubts or questions, please, consult with me.

UNIVERSITY OF RICHMOND POLICIES

Americans with Disabilities Act: Students with documented disabilities who need course accommodations, have emergency medical information or require special arrangements for building evacuation should submit an application to Disability Services and inform the instructor as quickly as possible so we may take steps to accommodate your needs. For further information, visit: <http://disability.richmond.edu/students/process/index.html>.

Course evaluation: Your feedback about the course and instructor is the only way instructors and academic units can improve the quality of a course and its content. Your honest feedback is greatly appreciated and will benefit students taking this course in the future.

Religious observance: The University is a secular institution that values diversity of religious expression. The observance of religious holidays is considered a valid reason to be absent from class. If any of the course deadlines and/or exam dates conflict with the observance of your religious obligations, please inform your instructor ASAP.

Dropping a course or withdrawing from a course: Once a student is registered, it is his/her responsibility to attend the course, drop the course, or withdraw from the course. Dropping and withdrawing are distinct actions governed by different policies and impact a student's course enrollment status differently:

- Dropping a course causes the name of the course to disappear from the student's transcript.
- Withdrawing from a course causes both the name of the course and the grade of "M" (if withdrawing with a passing grade) or "W" (if withdrawing with a failing grade) to appear on the student's transcript. Before withdrawing from a course, students should consult the instructor.

For further information on these procedures, please see the following website:
<http://registrar.richmond.edu/services/policies/add-drop.html>.

Incomplete policy: A grade of "I" or "Y" may be given if the student's course work has not been completed by the end of the term. The "I" is a provisional failing grade, to be given when the student's reasons for incomplete work are deemed unjustifiable by the instructor. The "Y", which does not count as a failing grade, is given when the student's reasons for not completing are deemed justifiable. In the case of an "I", the work is to be made up by a deadline to be set by the instructor, which may be no more than 45 days beyond the last day of the term. Otherwise, the "I" will become an "F". In the case of a "Y", it is still possible for the student to arrange with the instructor to complete the remaining requirements in order to receive a make-up grade.

Final examinations: No final examinations will be given outside the examination period without the permission of the Dean. All final examinations are scheduled by the University Registrar.

University closure: During the course of a semester, it is possible the university will experience closure. Make-up assignments or make-up sessions of equivalent face-to-face length may be scheduled to make up for lost class time.

Resources for Students: The University offers a variety of services that may be helpful to students taking Economics and/or in navigating the many personal, social, and academic challenges they may encounter in a university environment. See, for example, the links for the Academic Skills Center and other counseling and community-building resources maintained at the following website: <http://commonground.richmond.edu/first-gen/resources.html>. There is also a dedicated Writing Center to help you develop your academic writing skills. See here: <http://writing.richmond.edu/>.

Other policies: More information on policies, procedures, and general governance may be found at the Provost's website. Specific policies and forms for the Robins School of Business are available in Blackboard.