

**Gov 412 SENIOR SEMINAR:  
POLITICS OF EUROPEAN INTEGRATION**

**- writing intensive class-**

Fall 2014

Time: Tuesday and Thursday 2.45 - 4 p.m.

Place: Kirby Hall of Civil Rights 106



**KATALIN FÁBIÁN**

Office: Kirby 103

**Tel:** (610) 330-5392

**Email:** [fabiank@lafayette.edu](mailto:fabiank@lafayette.edu)

**Office Hours:** Monday 3-4pm (every first week of the month), and

Tuesday and Thursday, 4 – 5.30 p.m. (with the exception of every first week of the month when Faculty/Committee meetings take place), as well as by appointment

This is an advanced seminar on the challenges as well as the opportunities for further integration that the European Union (EU) faces. This course explores the history, the institutions, main policies, and continuing successes and problems of European integration. We review the milestones of unification from the perspectives of political power and apply theories of regional integration to explain the EU's path and current state of affairs. We will place particular emphasis on current debates about the political character and the future of the EU, the costs of a non-EU, the outcome of the most recent financial crisis, the contemporary conflict with Russia, and assess if and how the EU competes with the USA for global hegemony.

***This course addresses the following two key questions:***

- 1) What is the EU? Is it a forum of sovereign states seeking to maximize their interests or a new kind of supranational state in formation?
- 2) What are the outcomes of European integration both within the Union and internationally?

**LEARNING OBJECTIVES:**

Imparting **descriptive** knowledge and developing **analytical** skills, Govt412 provides an opportunity **to apply** and **evaluate** newly acquired information.

Students in this course will be able to

- describe the most important theoretical approaches to European integration,
- develop a balanced understanding about the historical development, the main institutions, and crucial policy outcomes of the EU,
- connect current EU events to historical trends,
- critically evaluate European unification processes,
- develop an appreciation for the diversity of politics.

Mastery of these learning objectives will be evaluated through class participation, presentations, and various online and in-class writing assignments.

## **COURSE REQUIREMENTS:**

Students in this seminar are expected to attend class regularly, keep up with the assigned readings, engage in seminar discussions, and complete all aspects of written assignments.

### **1) PARTICIPATION**

Participation means active engagement: thoughtfully and respectfully responding to assignments and what others said. Students are required to read the assigned materials before the class session in which the readings will be discussed, critically analyze the readings, and participate in class discussions. Students should volunteer to discuss the readings and they should be prepared to contribute to class discussion even when they do not volunteer to participate. Students may turn on and use personal electronic devices only for note-taking activities.

Students will need to connect class readings and assignments with current events. Our Moodle site includes immediate access to related news items, <http://moodle.lafayette.edu/>

### **2) WRITTEN ASSIGNMENTS**

Students are expected to complete

- a) discussion forum and GoogleDrive posts,
- b) a midterm and a final research paper, and
- c) peer edit the midterm and the final research paper of one classmate on each occasion.

### **3) PRESENTATIONS**

The last classes in the semester will consist of student presentations on their research. Missed days cannot be made up. Each person must upload on Moodle an outline of the main points they make. Students will sign up for one slot as presenter and one slot as respondent to another student's presentation.

### **4) EXTRA CREDIT**

With the Professor's advance approval, students can take the opportunity to submit extra credit assignments such as a one-page review of a designated movie or lecture. The essay is due a week after the event. The review needs to explain how the event enhanced your understanding of specific topics covered in the course.

## **EVALUATION:**

1) Attendance: Two absences are allowed without a Dean's Excuse. An absence is

defined as missing class or coming ten minutes late. More than two unexcused absences (including lateness) will lower the final grade. For each unexcused absence students will receive a one letter grade deduction from their overall course grade (e.g., from an A to A-, A- to B+, etc.).

2) Assignments will be evaluated by using the following three categories:

- (A) **Accuracy** of content: conceptualization of problems, clear use of lecture/class discussions, assigned readings, and research materials,
- (I) **Integration**: coherent organization, logical flow, and analytical ability,
- (F) **Format**: adequate and appropriate usage of language and style.

General improvement, creative and positive attitudes that facilitate the learning experience will be considered.

	<b>Weight</b>	<b>Due dates</b>
Participation	10%	all semester long
Map Quiz	5%	September 11
Short Essays	20%	all semester long
Research Paper Proposal	5%	3 pm <span style="background-color: #90EE90;">September 19</span>
Midterm Research Paper	20%	3 pm <span style="background-color: #90EE90;">October 17</span>
Final Research Paper	25%	3 pm <span style="background-color: #90EE90;">December 8</span>
Presentation	5%	last week of classes
Peer Reviews (midterm, final)	10%	noon <span style="background-color: #90EE90;">October 15</span> , <span style="background-color: #90EE90;">December 5</span>
Extra Credit (five events max).	5%	one week after the event

**Accommodations for students with disability:** In accordance with Lafayette College policy, reasonable academic accommodations and support services will be available to students who have a documented disability. Students with disabilities should review the information at: <http://attic.lafayette.edu/disability-services/>.

**Academic integrity:** Students are expected to act in accordance with College guidelines governing academic integrity and prohibiting plagiarism. These guidelines are detailed in “Principles of Intellectual Honesty” and available at <http://www.lafayette.edu/academics/honesty.pdf>.

**Late assignments** are immediately penalized one letter grade (for example, A to an A-) that increases one additional grade per day. Assignments will not be accepted four days after the due date.

### **REQUIRED READINGS:**

Andrew Glencross. 2014. *Politics of European Integration: Political Union or a House Divided?* Wiley-Blackwell. Student companion site: [www.wiley.com/go/glencross](http://www.wiley.com/go/glencross) or <http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1405193956&bcsId=8326>

John McCormick. 2013. *Why Europe Matters*. Palgrave.

Ronald Tiersky and Erik Jones, eds. 2014. *Europe Today: A Twenty-First Century Introduction*, Fifth edition, Rowman and Littlefield.

Erik Bleich. 2011. *Freedom to Be Racist? How the United States and Europe Struggle to Preserve Freedom and Combat Racism*. Oxford University Press.

James Russell. 2014. *Double Standard: Social Policy in Europe and the United States*. Third Edition, Routledge.

Lisa Baglione. 2011. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. Second Edition. CQ Press.

### **COURSE SCHEDULE:**

The Professor reserves the right to modify the contents of the course as the semester progresses. Events in world affairs as well as the level of student involvement will have an impact on the course content.

## **PART A: THE HISTORICAL AND CONCEPTUAL ROOTS OF EUROPEAN INTEGRATION**

**T August 26, 2014 Introduction— Syllabus and Expectations**

**R August 28 The Idea of Europe**

- Glencross, Intro and Ch. 1 (pp. 1-29)
- Harold Evans, On the Brink ‘The Sleepwalkers’ and ‘July 1914’ *NYTimes Book Review*, May 9, 2013 (on Moodle)

**T September 2 What is Europe?**

- McCormick, Intro (pp. 1-10), Ch. 1 (pp. 11-29), and Ch. 9 (pp. 163-182)

**R September 4 Tension and Coexistence: EC Institutions 1945-1973**

- Glencross, Ch. 2 (pp. 33-52)
- McCormick, Ch. 3 (pp. 47-66)

**T September 9 Institutional Development 1973-2010**

- Glencross, Ch. 3 (pp. 57-77)
- McCormick, Ch. 4 (pp. 67-84)

**R September 11 Institutional Dynamics**

- Glencross, Ch. 4 (pp. 85-107)
- **MAP QUIZ**
- **Discussion of Research Projects**

**T September 16 European Law and Politics**

- Ch. 12 Tiersky and Jones (eds) pp. 369-385

- **Group presentations of EU institutions:** Visit the websites of the Council <http://ue.eu.int>, Commission <http://ec.europa.eu>, European Parliament <http://www.europarl.europa.eu>, and European Court of Justice <http://curia.europa.eu>,

**R September 18 Competing Models of Integration**

- Glencross, Ch. 9 (pp. 211-228)
- Russell, Ch. 2 (pp. 7-11), Ch. 5 and 6 (pp. 33-50)

**Use Baglione, Ch. 2 (Finding a Research Question) for Research Proposal.  
Due: 3 pm September 19**

**PART B: THE DIVERSE EXPERIENCES OF EUROPEAN INTEGRATION**

**T September 23 France**, in Tiersky and Jones (eds), Ch. 1 (pp. 19-48)

**Recommended:** *The Intouchables* (French, 2011) on reserve in Skillman Library

**R September 25 Germany**, in Tiersky and Jones (eds), Ch. 3 (pp. 89-115)

**T September 30 Great Britain**, in Tiersky and Jones (eds), Ch. 2 (pp. 51-83)

**R October 2 Scandinavia** (Norway, Sweden, Denmark and Finland), in Tiersky and Jones (eds), Ch. 5 (pp. 156-190)

**T October 7 Italy** (Ch. 4, pp. 121-148) or **Spain**, (Ch. 2, pp. 197-216) in Tiersky and Jones (eds)

**R October 9 Poland** in Tiersky and Jones (eds), Ch. 8 (pp. 259-287)

**Recommended:** *Kontroll* (2004, Hungarian)

October 13-14: Fall Break

**R October 16 Group Presentations on European Social Policy**

Russell, A) Ch. 9 “Poverty”, B) Ch. 10 “Unemployment”, C) Ch. 11 “Support for Child Raising”, D) Ch. 12 “Support for the Aged”, E) Ch. 14 “Poverty”, F) Ch. 14 “Ethnic and Racial Policy”, G) Ch. 15 “Incarceration as Social Policy”,

**Pls review and apply: Baglione, Chs. 3 (Citation), 4 (Literature Review) and 5 (Thesis)**

**Upload papers on GoogleDrive: the latest by noon October 10**

**Peer Reviews are due: noon October 15**

**Midterm Research Paper is due in hard copy: 3 pm October 17**

**PART C: THE EU AND GLOBALIZATION**

**T October 21 Varieties of Capitalism**

- Tiersky and Jones (eds) Ch. 10 (pp. 317-339)
- Elizabeth Rosenthal, The \$2.7 trillion Medical Bill (*NYTimes*, June 1, 2013), American Way of Birth (July 1), In Need of a New Hip (Aug. 3)
- Russell Shorto, “Going Dutch” *NYTimes*, April 29, 2009 (all on Moodle)

**R October 23 European Financial Crisis**

- Tiersky and Jones (eds) Ch. 11 (pp. 343-365)

**T October 28 Europe as a Political Model and a Security Arrangement**

- McCormick Ch. 6 (pp. 105-125)
- Tiersky and Jones (eds) Ch. 14 (pp. 417-442)

**R October 30 Europe as a Peacemaker and a Global Player**

- McCormick Chs. 2 and 7 (pp. 30-46 and 126-145)
- Brendan Simms, “The Ghosts of Europe Past” *NYTimes*, June 9, 2013

**T November 4 Fortress Europe? Europe as a Community**

- McCormick, Ch. 5 (pp. 85-104)
- Migration Tiersky and Jones (eds) Ch. 13 (pp. 391-414)

**R November 6 Freedom of Expression**

- Bleich, Chs. 1 and 2 (pp. 3-43)

**T November 11 Freedom of Association**

- Bleich, Chs. 5 and 6 (pp. 85-133)

**R November 13 How Much Freedom for Racists? Holocaust Denial and Its Limits**

- Bleich, Ch. 3, pp. 44-61 and Ch. 7 (pp. 133-155)

**PART D: WHAT IS THE FUTURE OF EUROPE?**

**T November 18 Where to from Here? Still at the Crossroads**

- McCormick, Ch. 8 (pp. 146-162)
- Tiersky and Jones (eds) Ch.13 (pp. 399-432)

**Recommended:** *Gegen Die Wand/ Head-On* (2005, German/Turkish, 118 min) and *Im Juli/ In July* (2004, German-Turkish, 96 min) films. (Both DVDs are on reserve in Skillman Library.)

**T November 20 Democracy and Integration**

- Individual meetings regarding bibliographies with Kirby Reference Librarian Ms. Luhrs
- Glencross, Chs. 10 and 11 (pp. 235-279)

November 26-30 Thanksgiving holiday

R November 25, T December 2, R December 4 **RESEARCH PRESENTATIONS**

**Pls review and apply: Baglione, Chs. 6 (Editing), 7 (Research Design), and 9 (Conclusion, Introduction and Title)**

**Upload papers on GoogleDrive: the latest by noon December 3**

**Peer Reviews are due: noon December 5**

**Final research paper and the midterm hard copies (with Professor's original comments) are due at the Government Department mailbox in Kirby 201 at 3 pm December 8**

## RESEARCH PAPER GUIDELINES

### WHAT IS THE PURPOSE OF THIS RESEARCH PROJECT?

- 1) develop research capacity (the ability to find information effectively),
- 2) develop critical thinking skills,
- 3) practice academic writing through an iterative revision process,
- 4) focus attention on a significant area of the course,
- 5) develop the ability to present and defend ideas.

Everyone in the course must research and write a paper that engages an aspect of some theoretically challenging literature on European integration. The research paper is expected to be comprehensive as well as creative and critical in its outlook.

The research paper should be a well-crafted essay. The paper must not be a report or a chronology of historical events. It is rather an analytical composition that should both illuminate a precise problem and draw some larger conclusions. Specifically, the paper must do the following four things:

- 1) Asks a “why” or “how” question,
- 2) Presents an analytical argument that provides a clear answer to the question,
- 3) Addresses the literature related to the question and provides some of the possible answers,
- 4) Offers compelling evidence to support your argument.

The introduction is an extremely important part of the paper. In one or two concise paragraphs, you should present the research question, state your argument clearly, explain why this inquiry matters, show that some of the existing literature does not answer it well, and present the structure for the paper.

The body of the paper should be devoted to supporting your thesis statement. It is important that you consider opposing positions as you develop your argument.

The conclusion should bring together all the evidence that you have presented and state clearly and concisely the argument that you bring forth. Do not introduce a new theme and new information in the conclusion. You can also raise further investigative questions that emerge after having done this research.

### SCHEDULE OF THE RESEARCH PROJECT:

**You shall develop these comparative aspects in successive steps.** Students need to incorporate the comments from the review to the successive revision.

**1) The proposal:** is a 1-2 paragraph introduction to the research project.

It needs to include:

- a) a descriptive, clear and concise title,



- b) the research question: an open-ended, clear and answerable question,
- c) the clear, evidence-based, and straightforward thesis,
- d) statement on the significance of the research and the thesis: explain why the topic merits our attention,
- e) a practical, logical and doable structure which lists and connects the main parts of the essay,
- f) five scholarly references consulted (three of which must be scholarly journal articles), along with meaningful annotations for each on how they help to answer the research question. All references should follow the author-date (in-text) Chicago style.

The research paper requires reading beyond the course materials. You may use Internet sources, but only official EU, government, and reliable and related lobby/NGO sites will count towards the required minimum sources. References from the web should be carefully evaluated and you should explain in your bibliography why you consider the site you gathered the information from a reliable one. Academic publishing usually has to go through a rigorous review, while such a selection does not exist for the web. Consider three criteria for assessing a website: objectivity, authority, and timeliness.

**The midterm research paper** should be 12 double spaced pages (not counting the references in the end of the text) and be based on at least 6 scholarly sources (in addition to the textbooks in the class) and selective web-based information, with a minimum of 10 references. The midterm needs to incorporate the revised version of the proposal as the introduction to the essay.

**The final research paper** should be a re-write and re-consideration of the midterm research based on the comments on the midterm essay. The length should be 20 double spaced pages (not counting the references). The final paper should be based on at least 15 sources (in addition to the textbooks in the class), 10 of which have to be scholarly references. The final research paper needs to incorporate the revised version of the midterm.