

Gov 412 SENIOR SEMINAR
POLITICS OF EUROPEAN INTEGRATION
- writing intensive class-

Fall 2021

Time: Tuesday and Thursday 2.45 – 4 pm

Room: 106 Kirby Hall of Civil Rights

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Office Hours: by appointment and between 3 – 5pm Wednesday

<https://lafayette.zoom.us/j/98939221236?pwd=UEsxd1pqRkoxN1JGc3JpNmZYbUFDdz>

[09](#); Meeting ID: 989 3922 1236; Passcode: 515299; Dial by your location: +1 346 248 7799 US

(Houston); +1 301 715 8592 US (Washington DC); +1 312 626 6799 US (Chicago); +1 646 876 9923 US

(New York)

If possible, please sign up in advance:

<https://docs.google.com/spreadsheets/d/1ZtqHOw9j4sm4X2gfqvAhQuJJTrKCZfnkc6z5CtEBfzE/edit#gid=0>

Moodle site: <https://moodle.lafayette.edu/course/view.php?id=20945#section-0>

Google Drive site:

<https://drive.google.com/drive/folders/1NpF73PtKb-7GYVej2WjrRir-oASjbyPK?usp=sharing>

Scalar site: <https://scalar.lafayette.edu/govt412/>

COURSE OBJECTIVES

This is an advanced seminar on the challenges as well as the opportunities for further integration that the continent of Europe faces. This course explores the history, the institutions, main policies, and continuing successes and problems of European integration. We review the milestones of European Union (EU) unification from the perspectives of political power and apply theories of regional integration to explain this institution's path and its 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 no political or economic integration, the conflicts concerning the most recent migration crisis, Brexit and possible future departures from the union, the sanctions against Russia, and assess if and how the EU competes with the USA for global power and influence.

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 the process of formation?
- 2) What are the outcomes of European integration both within the Union and internationally?

LEARNING OUTCOMES

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

- develop a **balanced understanding about**
 - **the historical development,**
 - **the main institutions,** and
 - **crucial policy outcomes of the EU,**
- connect **current European political and social events to historical trends,**
- describe the most important **theoretical approaches** to European integration,
- critically **evaluate European unification processes,**
- develop an appreciation for the **diversity** of politics
via
- **reading, outlining, and synthesizing** complex and competing sources of information,
- learning and improving **research techniques,**
- learning and applying new **communication skills** and presentation techniques,
- practicing **academic process writing.**

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

Students can consider various resources to improve learning:

<https://citls.lafayette.edu/student-academic-support/>.

Most classes will consist of the **Professor's short lecture** that introduces the main questions and themes for the day followed by **discussion and deliberation**. Students' active engagement allows for deep, multidimensional learning that provides a toolbox of long-term durable skills in reading, comprehension, analysis, along with written and oral communication.

As the College promotes, this class invites and endorses diversity in its many forms that include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, different abilities and accessibility, and place of

origin. Students are expected to engage in a respectful dialogue during class discussions and in written comments. <https://about.lafayette.edu/diversity-statement/>

READINGS

All assigned books are available in hard copy in the Reserves (two-hour loan) of Kirby Library and most are accessible electronically. The DVDs are all on reserve in Skillman Library Circulation.

Please consult the Professor if you need help purchasing the texts.

- Bleich, Erik. 2011. *Freedom to Be Racist? How the United States and Europe Struggle to Preserve Freedom and Combat Racism*. Oxford University Press. <https://libcat.lafayette.edu/record=b3035090>
- Drozdiak, William. 2017. *Fractured Continent: Europe's Crises and The Fate of the West*. W.W. Norton. <https://libcat.lafayette.edu/record=b3386122>
- Hanhimäki, Jussi. 2021. *Pax Transatlantica: America and Europe in the Post-Cold War Era*. Oxford University Press. <https://oxford-universitypressscholarship-com.ezproxy.lafayette.edu/view/10.1093/oso/9780190922160.001.0001/oso-9780190922160>
- Russell, James. 2018. *Double Standard: Social Policy in Europe and the United States*. Fourth Edition, Routledge. <https://libcat.lafayette.edu/record=b3142164>
- Zimmermann, Hubert and Andreas Dür, (eds.) 2016. *Key Controversies in European Integration*. Palgrave.

Supplemental Materials:

- Farer, Tom. 2020. *Migration and Integration: The Case for Liberalism with Borders*. Cambridge University Press. <https://libcat.lafayette.edu/record=b3142173>
- Flesher Fominaya, Cristina and Ramón Feenstra, eds. 2020. *Routledge Handbook of Contemporary European Social Movements*. <https://libcat.lafayette.edu/record=b3021865>
- LaVaque-Manty, Mika and Danielle. 2015. *Writing in Political Science: A Brief Guide*. Oxford University Press.
- Magone, José, ed. 2015. *Routledge Handbook of European Politics*. Routledge. <https://libcat.lafayette.edu/record=b3140866>
- Weinar, Agnieszka, Saskia Bonjour, Lyubov Zhyznomirska, eds. 2019. *The Routledge Handbook of the Politics of Migration in Europe*. <https://libcat.lafayette.edu/record=b3483658>
- Didier Bigo, Thomas Diez, Evangelos Fanoulis, Ben Rosamond, Yannis A. Stivachtis, eds. 2020. *The Routledge Handbook of Critical European Studies*. <https://libcat.lafayette.edu/record=b3483657>

Students should use these sites for news items:

- ❖ Global Newsstream
<https://ezproxy.lafayette.edu/login?url=https://search.proquest.com/globalnews/advanced/fromDatabasesLayer?accountid=1194>
- ❖ *The New York Times* (register for a free educational pass at <https://myaccount.nytimes.com/verification/edupass>)
- ❖ *Transitions On-Line*, <https://tol-org.ezproxy.lafayette.edu/>

COURSE REQUIREMENTS

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

1) PARTICIPATION

- ❖ **1.A) Attendance:** A maximum of two absences are allowed without penalty. An absence is defined as missing class or coming more than five minutes late. Each unexcused absence beyond three (including lateness) will lower the final grade in the course one grade (e.g., from an A to A-, A- to B+).
- ❖ **1.B) Participation** means regular attendance and active engagement. It is essential for the achievement of the course learning outcomes that students engage with, question, and assess the reading materials. Please consider learning how to take good notes that enhance comprehension and lead to good participation: https://getpocket.com/explore/item/how-to-take-better-notes-for-information-retention?utm_source=pocket-newtab

2) WRITTEN ASSIGNMENTS

Periodic writing assignments will provide opportunity for in-depth analysis of concepts, theories, controversies, and contemporary debates. Feel free to apply reliable online writing resources, such as https://owl.purdue.edu/site_map.html and *Writing in Political Science: A Brief Guide*.

Students are expected to:

- a) Write and revise their thematic projects on GoogleDrive and then post on Scalar,
- b) Produce and revise the proposal, annotated bibliography, and a final research paper that integrates the main lessons of the course,
- c) Substantively and concisely respond to queries from peers, the Digital Initiatives Librarian, our Research Librarian, and the Professor.

Our class has the support of Kirby Research Librarian **Ana Luhrs** (luhrs@lafayette.edu, 610 330 5398).

Digital Initiatives Librarian **Janna Avon** (Skillman Library 118, avonj@lafayette.edu, 610 330 3173) will assist the class to present research findings using Scalar.

2.A) GoogleDrive/ Scalar short essays, Moodle Forum posts and constructive comments

The aim of these assignments is to offer students the opportunity to actively engage with the readings, assigned documentaries/films, and relevant news items.

- ❖ Each short essay/post should be well structured text, and if necessary, with references included.
- ❖ Each comment needs to be constructive and substantive by offering a balance between the well-accomplished features and aspects that the author needs to attend to.

2.b) Research paper (see detailed description in the end of the class schedule).

Students are required to submit drafts of the required essay and meet a WA or exchange in a peer pod their drafts of the research paper. Although students do not receive a grade for the draft, those who do not perform these assigned tasks will receive a grade reduction. A missed appointment with the WA/peers equals missing a class and affects the participation grade.

Through the **Writing Program**, students will be able to make appointments via a link on the (my.lafayette.edu) portal and through the WP webpage, <https://cwp.lafayette.edu/for-students/> to locate available WAs and appointments. Most of the WA appointments are during the drop-in times (Sunday-Thursday evenings).

3) PRESENTATIONS

Please watch, consider, and apply the lessons of these two TED talks before giving a presentation:

- body language

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?referrer=playlist-the_most_popular_talks_of_all

- voice

https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-the_most_popular_talks_of_all

❖ **A) Debates: Analysis of Assigned Readings and News Brief**

Each student is required to participate **twice** during the semester in a presentation. Two students form a pod and correspondingly collaborate to produce the presentation. Each presenter should **offer a side** of the debate in *Key Controversies* (Zimmermann and Dür, eds. 2016) or specific controversial themes from the assigned readings. The presenters should together select **one** discussion question and **one** news item.

The text of not more than 300 words should:

- ❖ 1) Pose **one** open-ended (“Why?” or “How can we explain...?”) question that can be answered from having read the assigned texts (not a hypothetical “what if” question).
- ❖ 2) Clearly link the readings with one news item. Our Moodle site includes two RSS sites that offer immediate access to related news items.
 - ❖ Please specify this connection in the post by:
 - ❖ a) indicating the author, title, date of publication, source of the news item following the Chicago author-date style (see under: Library->Resources->“C”-> *Chicago Manual of Style*, then select: Author-date, https://www-chicagomanualofstyle-org.ezproxy.lafayette.edu/tools_citationguide/citation-guide-2.html)
 - ❖ b) provide a live hyperlink to the article.

The upload is due on the Moodle Discussion Forum site no later than 8pm the evening before the session when the readings will be considered. A signup sheet will be distributed during the first week of class.

Every member of the class (who is not presenting) is expected to read this upload (including the news item) at least an hour before class and respond succinctly to the question on the Discussion Forum.

❖ **B) Pod Workshops and Research Presentations**

The last classes in the semester will consist of students workshopping and presenting their research. Each person must upload on the designated Scalar site the main points they will make by 8pm the day before the presentation. Students will sign up for one slot as presenter and one slot as responder to another student’s presentation.

4) EXTRA CREDIT

With the Professor’s advance approval, students can take the opportunity to do extra-credit assignments such as a one page, double-spaced analytical review of an out-of-class presentation or movie. Please see a list of related films and documentaries on Moodle, in the folder of “Syllabus and Guides.” The review needs to precisely explain how the event enhanced the understanding of topics covered in the course.

EVALUATION

Success requires honest and repeated effort. If we do not try→ then we fail. Anything you do academically — you have learned, and thus, you succeed. You can falter, stumble, even fail, and then succeed, as long as you keep trying, with care and integrity. The Professor does not judge you as a person when offering suggestions and grading your work. You **earn** the grade, as the Professor does not give it: the grade is as an indication as to how you can further develop your academic work.

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.

	Weight	Due dates
Constructive and Active Engagement (25% altogether)		
❖ Participation	10%	all semester long
❖ Debate Analysis (2)	10%	on Moodle, 8pm before the class session
❖ Map Quiz	5%	September 16
Comparative Case study (30% altogether)		
❖ Forum/GD Short Essays	20%	all semester long
❖ Timely and revised Scalar post	10%	
Research Project (45% altogether)		
❖ Proposal	5%	10am October 8
❖ Revised Proposal and Annotated Bibliography	5%	10am October 29
❖ Research Paper	30%	10am December 13
❖ Presentation	5%	last week of classes
Extra Credit (five events max.)	5%	

Basis for the final grade:

94 and up **A**; 90 –93 **A-**; 86 –89 **B+**; 83 –85 **B**; 80 –82 **B-**; 76 –79 **C+**; 73 –76 **C**; 70 –73 **C-**; 66 – 69 **D+**; 63 – 66 **D**; 60 –63 **D-**; 0 – 59 **F**

Each student is encouraged to meet with the Professor one-on-one at least once during the semester to discuss progress in the class.

Please find on the Course Moodle site the description of what each grade for written assignments stands for. Students are responsible for saving all graded materials until the semester ends.

At Lafayette College, all course materials are proprietary and for class purposes only. This includes lectures, worksheets, discussion prompts, and other course items. Such materials should not be posted or shared outside of members of the class. Students must request the Professor’s permission prior to creating any recordings of class materials, and any recordings are not to be shared or posted online even when permission is granted to record. If students have any questions about proper usage of course materials or if anyone has a concern with being recorded during the course, please let the Professor know.

The long term (as in after having submitted the final paper) retention, out-of-class sharing, distribution or posting of any instruction materials associated with this course is not allowed. Doing so constitutes a violation of Academic Honesty and of the policies of this class.

Accommodations and Accessibility

In compliance with Lafayette College policy and equal access laws as well as to afford everyone full participation in the class, I am available to discuss appropriate academic accommodations that a student concerned with accessibility may require. If a student has or may have a disability, please meet with the Office of Accessibility Services, to begin this conversation or request an official accommodation. If a student has already been approved for accommodations through the Office of Accessibility Services, please meet the Professor so we can develop an implementation plan together. See, <https://hub.lafayette.edu/disability-services>

Academic Integrity

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without citing them or without appropriate authorization and the fabrication of information. Please consult "Academic Integrity" <https://conduct.lafayette.edu/student-handbook/student-code-of-conduct/>, and feel free to discuss your concerns with the Professor and reference librarians.

Privacy

Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office.

Late Assignment Policy

Late assignments are immediately penalized one letter grade (e.g., from an A to A-, A- to B+). This penalty is one full letter grade per day. Assignments will not be accepted four days after the due date.

Federal Credit Hours

The student work in this course is in full compliance with the federal definition of a four-credit-hour course. Please see the Registrar's Office web site (<http://registrar.lafayette.edu/additional-resources/cep-course-proposal>) for the full policy and practice statement.

COURSE SCHEDULE

This course is designed to respond to world events as well as students' interests. Readings will be added, and possibly subtracted, to suit the direction of the class and the aspects of cases that emerge as relevant and interesting. All participants are welcome to suggest appropriate supplementary readings.

PART A: THE HISTORICAL AND CONCEPTUAL ROOTS OF EUROPEAN INTEGRATION

T August 31, 2021 Introduction— Syllabus and Expectations

- listen to <http://magazine.erstestiftung.org/en/timothy-snyder-judenplatz-1010/>
- Introduce yourself with a collage using maximum eight words and four images. Place them all together as a .jpg or pdf file in GD folder (below). Please hint at what your purpose is in college/life, considering prompts for Lafayette College's highest student award, the Pepper Prize (<https://pepperprize.lafayette.edu/>) and these questions: https://getpocket.com/explore/item/5-questions-to-ask-when-you-need-help-finding-your-purpose?utm_source=pocket-newtab in the GD folder: https://drive.google.com/drive/folders/1pSvGfAH7Db_F8sW42T44Qh6PGKXIVvM3?usp=sharing

R September 2 The Idea of Europe

- Magone, Ch.1, "The Great Transformation of European Politics" in Magone ed.
- Diez, "Introduction" in Bigo at al.
- Bergman, "Europe's Geopolitical Awakening" *Foreign Affairs*, Aug. 2020
- Ash, "Is Europe Disintegrating?" *The New York Review of Books*, <https://www.nybooks.com/articles/2017/01/19/is-europe-disintegrating/>

T September 7 Tension and Coexistence: EC 1945-1992

- Varsori, Ch.5, "A Historical Interpretation of European Integration" in Magone ed.
- Applebaum, "A New European Narrative" *The New York Review of Books*, October 12, 2017, <http://www.nybooks.com/articles/2017/10/12/new-european-narrative/>
- Debate 1: "The EU: Success or Failure?" in Zimmermann and Dür (eds.) pp. 10-28

Recommended: "Germany and Great Power Competition" Woodrow Wilson Center, Washington DC, 11 – noon, Wednesday, Sept. 8, tinyurl.com/5eberr3x

R September 9 Institutional Development 1973-2020

- Agh, Ch.6, "The Fall of the Berlin Wall and European Politics" in Magone ed.
- Drozdiak, Chapter 4: "Brussels: Capital of Europe, Tower of Babel?" pp. 73-92
- Debate 2: "The Political Efficacy of EU" in Zimmermann and Dür (eds.) pp. 29-44

T September 14 What is Europe? Competing Models of States and Integration

- Loughin, Ch.3 "The Modern State: Historical and Contemporary" in Magone ed.
- Russell, Ch. 2 (pp. 15-26), Ch. 5 and 6 (pp. 51-72)
- Debate 3: "More Powers for Brussels or Renationalization?" in Zimmermann and Dür (eds.) pp. 45-63

R September 16 Institutional Dynamics: Political and Economic Inequalities

- Gustavsson, Ch.4 "Contemporary European Liberalism: Exclusionary?" in Magone ed.
- "Europe's Thirst for Cheap Labor Fuels a Boom in Disposable Workers" *The New York Times*, 2017, <https://tinyurl.com/yamep2zs>

- Debate 4: “Lobbying in the EU: How Much Power for Big Business?” in Zimmermann and Dür, pp. 115-127

MAP QUIZ

T September 21 European Law and Politics

- Dinan, Ch.11, “The Political System of the EU” in Magone ed.

- Debate 5: “Too Much Power for the Judges?” in Zimmermann and Dür (eds.) pp. 80-96

- **Group presentations of EU institutions:** see chapters 12, 13, 14 and 15 in Magone ed., and 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 23 Everyday Europe + Introduction to Scalar with Janna Avon

Please bring your computer to class

- Russell, Ch. 1 (pp. 9-14) and Ch.7 (pp. 75-90)

- first 15 minutes of this podcast on comparative public transportation and participatory capture comparing US mega-cities with European capitals,

<https://www.nytimes.com/2021/07/23/opinion/ezra-klein-podcast-jerusalem-demsas.html>

- “Myths of the 1 Percent: What Puts People at the Top” *The New York Times*, (2017)

<https://tinyurl.com/ya25e6ku>

- “Me-Too and French Feminism” *The New York Times*, (2017) <https://tinyurl.com/yas53xva>

- Debate 6: “Can There Be a Common European Identity?” in Zimmermann and Dür (eds.) pp. 97-114

1st GD post due, Scalar to follow in a week:

❖ Part A: The Historical and Conceptual Roots of European Integration

❖ Part B: Assessment from the Case Study Perspective

PART B: THE DIVERSE EXPERIENCES OF EUROPEAN INTEGRATION

T September 28 Berlin

- Drozdiak, Chapter 1, pp. 1-26

- Sauerbrey, “Politicians on autopilot” July 23, 2021, <https://tinyurl.com/ygf8u3n3>

- Debate 7: “A New German Hegemony: Does It Exist? Would It Be Dangerous?” in Zimmermann and Dür, pp. 234-250

Recommended: *Gegen Die Wand/ Head-On* (2005, German/Turkish) *Im Juli/ In July* (2004, German-Turkish), *In the Fade* (2017)

R September 30 Paris

- Drozdiak, Chapter 3, pp. 49-72

- Stangler, “France is Becoming like America” June 2, 2021, <https://tinyurl.com/88kfhjac>

- Bock, “Emmanuel Macron Told the French What to Do. It Didn’t Go Well.” *The New York Times*, Aug. 3, 2021, <https://tinyurl.com/y6sub5nv>

- Debate 8: “A Big Waste? Common Agricultural Policy” in Zimmermann and Dür (eds.) pp. 175-190

Recommended: *The Intouchables* (French, 2011) or *Mama Weed/ La Daronne* (French, 2020)
https://www.youtube.com/watch?v=cxRBU_9Cgj8

T October 5 Great Britain and Brexit

- Drozdiak, Chapter 2, pp. 27-48
- Russell, “No Dunkirk Spirit Can Save Britain from Brexit Defeat” *The New York Times*, July 28, 2017, <https://tinyurl.com/yc8vllcc>
- Edgerton “Boris Johnson Might Break Up the U.K. That’s a Good Thing” *The New York Times*, Jan. 10, 2020, <https://www.nytimes.com/2020/01/10/opinion/brexit-scotland-northern-ireland.html?action=click&module=Opinion&pgtype=Homepage>
- 2019 UK Election Map, <https://tinyurl.com/yjynstxu>
- Debate 9: “Should I Stay or Should I Go? Brexit” in Zimmermann and Dür (eds.) pp. 251-265

Recommended: *Iron Lady* (2012)

R October 7 Scandinavia: Norway, Sweden, Denmark, and Finland

- What is truly Scandinavian? <https://www.youtube.com/watch?v=ShfsBPrNcTI&t=155s>
 - Drozdiak, Chapter 8, “Copenhagen: The Green Welfare State in Peril?” pp. 152-170
 - Rapacioli, “How Sweden Became a Symbol” *The New York Review of Books*, 2017, <https://tinyurl.com/y8dxxgbl>
 - Brooks, “This Is How Scandinavia Got Great” *The New York Times*, Feb. 13, 2020 <https://www.nytimes.com/2020/02/13/opinion/scandinavia-education.html?action=click&module=Opinion&pgtype=Homepage>
 - Kuoppamäki, “Opinion” *The Hill*, Aug. 24, 2018 <http://thehill.com/opinion/finance/402682-nordic-nations-are-not-socialist-theyre-free-trade-lovers>
 - Collins, 2020. Two New Moms Return to Work — One in Seattle, One in Stockholm. https://hbr.org/2020/03/two-new-moms-return-to-work-one-in-seattle-one-in-stockholm?utm_source=pocket-newtab.
- Debate 10: Can the Scandinavian model be transported? Should it be?

Recommended: *Against the Current* (Iceland, Veiga Grétarsdóttir; 2021)

<https://www.youtube.com/watch?v=zKV7VLbhooQ>

10am Friday, October 8: Research Paper Proposal is due

In preparation, please review

- Chapters 1 and 3 in *Writing in Political Science*.
- P. 88-89 *Falsehood and Fallacy*, <https://libcat.lafayette.edu/record=b3483672>
- For annotated bibliographies, consider:
https://owl.purdue.edu/owl/research_and_citation/resources.html and
https://owl.purdue.edu/owl/research_and_citation/using_research/should_i_cite_this_poster.html

October 11-12, Fall break

R October 14 Group Presentations on European Social Policy

- Russell, Ch. 12 “Health Care” (pp. 135-146), Ch. 15 “Summary” (pp. 171-180), and one of: A) Ch. 8 “Poverty”, B) Ch. 9 “Unemployment”, C) Ch. 10 “Support for Child Raising”, D) Ch. 11 “Retirement and Disability”, E) Ch. 12 “Health Care”, F) Ch. 14 “Incarceration as Social Policy”
- USA- Europe comparisons (*NYtimes*): <https://www.youtube.com/watch?v=EBklyksgbco> ; <https://www.youtube.com/watch?v=mw9UXsnWWUI>
- International health care costs comparisons, Dec. 27, 2019, <https://tinyurl.com/298ud2rn>
- “The \$2.7 trillion Medical Bill” June 1, 2013, <https://tinyurl.com/kcmrusl>
- “American Way of Birth” July 1, 2013, <https://tinyurl.com/oeopotk8>
- “In Need of a New Hip” Aug. 3, 2013, <https://tinyurl.com/k6hhgcg>
- “Why Is U.S. Health Care So Expensive?” March 13, 2018 <https://tinyurl.com/y8mk8czj>

GD post due, with Scalar to follow in a week:

- ❖ Unity in Diversity? Varieties of Capitalism and Welfare in Europe

PART C: THE EU AND GLOBALIZATION

T October 19 Integration of Unequals: Varieties of Capitalism

- Hopner and Schafer, Ch.39, “How the Heterogeneity of European VoC Shapes” in Magone ed.
- “The Robots Are Coming and Sweden is Fine” <https://tinyurl.com/y85udftj>
- Inequality and Tax Rates: A Global Comparison, Council on Foreign Relations, 2019, <https://tinyurl.com/ttux625j>

T October 21 Between East and West: Poland and the Baltics

- Drozdiak, Chapter 7: Warsaw, pp. 132-151 and Chapter 9: Riga, pp. 171-189
- Higgins, “Poles Tussle Over an Icon of Their Past, With an Eye on the Future” July 28, 2021, <https://tinyurl.com/kkshcwx4>
- Cisar, Ch. 17: “Social Movement Diffusion in Eastern Europe” in Fominaya and Feenstra, eds. 2020. *Routledge Handbook of Contemporary European Social Movements*.
- Debate 11: “Is the EU Enlargement a Success Story or Did It Go Too Far?” in Zimmermann and Dür (eds.) pp. 205-218

Recommended: *Kontroll* (2003, Hungarian) or *Ida* (2014, Polish)

<https://libcat.lafayette.edu/record=b3092881>

T October 26 Southern Europe: Spain, Italy, and Greece

- Drozdiak, Chapter 5: Madrid, pp. 93-112, Chapter 6: Rome, pp. 113-131, Chapter 10: Athens, pp. 190-209
- Zamponi, Ch.21, “‘We will not pay for the crisis!’ Student Anti-Austerity Movements” both in Fominaya and Feenstra, eds. 2020. *Routledge Handbook of Contemporary European Social Movements*.
- Debate 12: Is there a North-South divide in the EU?

R October 28 Scalar and Bibliography meetings

- Hanhimaki, Introduction and Chapters 1 and 2

10am October 29: Revised Proposal and Annotated Bibliography are due

T November 2 Im/migration 1: Fortress Europe? Europe as a Community

- Russell, Ch. 13 “Race and Immigration” (pp. 147-164)
- Guild, Ch. 20, “EU’s so-called Mediterranean refugee crisis” in Bigo et al.
- Wallace Goodman, Ch.44, “Immigration Policy-Making” in Magone ed.
- “How the Danish Left Adopted a Far-Right Immigration Policy” *Foreign Affairs*, July 12, 2021
- Debate 13: “Does the EU Act as a Normative Power?” in Zimmermann and Dür (eds.) pp. 191-204

R November 4 Im/migration 2: Social Movements in Europe: Contentious Politics

- Ch.3 Monforte, “From ‘Fortress Europe’ to ‘Refugees Welcome’”
- Ch.4 Cinalli, “Policies and discourse over ‘Islam vs. Christianity’” in Fominaya and Feenstra, eds. 2020. *Routledge Handbook of Contemporary European Social Movements*.
- one of the three case studies: Ch.4 Nordic states: Sweden, Norway; Denmark, Ch.5 UK; Ch.6: France, in Farer, *Migration and Integration* (2020)

Recommended: Great Decisions Series “Walled off: Global Migration” (2019)

3rd GD post due, followed by Scalar entry in a week:

- ❖ Integration of Peripheries: Europe as a Model?

PART D: WHAT IS THE FUTURE OF EUROPE?

T November 9 Freedom of Expression: How Much Freedom for Racists? Holocaust Denial

- Bleich, Chapters 1-3 (pp. 3-61)
- Brygger, “Something Is Unspoken in the State of Denmark” March 12, 2017, *The New York Times*, <https://tinyurl.com/ydhqy4qk>
- Comparative media literacy, <https://www.cnn.com/interactive/2019/05/europe/finland-fake-news-intl/>
- Becker, “The Global Machine behind the Rise of Far-Right Nationalism” *The New York Times*, August 10, 2019, <https://tinyurl.com/y392ppeb>

Recommended: *Denial* (USA, 2016, 110 mins) about Deborah Lipstadt who had to prove the Holocaust occurred when David Irving, a renowned denier, sued her for libel.

R November 11 Freedom of Association

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

- “Romanian Nationalists Weave Xenophobic Parable” May 10, 2021, <https://www.rferl.org/a/romania-nationalists-xenophobic-parable-bear-poaching/31248097.html>
- Younge, 2020. “What Black America Means to Europe” <https://www.nybooks.com/daily/2020/06/06/what-black-america-means-to-europe/>
- Great Decisions Series “Turning the Tide: Populism in Europe” (2019)

T November 16 Europe as a Political Model and a Security Arrangement

- Hanhimaki, Chapters 3-5
- Sjursen, Ch.49, “Towards a Common Foreign and Security Policy” in Magone, ed.
- Drozdiak, Ch. 11: Moscow, Ankara, Tunis: Europe’s Troubled Neighborhood, pp. 210-231
- Debate 14: “Toward A Common European Army?” in Zimmermann and Dür (eds.) pp. 219-233

R November 18 Meetings with Ana Ramirez Luhrs regarding bibliographies and Janna Avon regarding Scalar posts, Professor at ASEEES conference, Nov. 18–21

T November 23 Europe and the World: A progressive or a populist leader?

- Sjursen “The European Union and global political justice” in Bigo et al.
- <https://populism-europe.com/poprebel/about/>
- Biswas “How the Far Right Became Europe’s New Normal” Feb. 4, 2020, <https://www.nytimes.com/2020/02/04/opinion/far-right-europe-austria.html?action=click&module=Opinion&pgtype=Homepage>

November 24-26, Thanksgiving break

T November 30 Democracy and Integration

- Ch. 16, Schmidt, “Democracy in Europe” in Magone, ed.
- Ch. 32 Bulley and Phinnemore “Rethinking EU enlargement: The case of Turkey” in Bigo et al.
- Polakow-Suransky “Is Democracy in Europe Doomed?” *The New York Review of Books*, September 18, 2016, <http://www.nybooks.com/daily/2017/10/16/is-democracy-in-europe-doomed/>
- Müller, “Homo Orbánicus” *The New York Review of Books*, April 5, 2018, <https://tinyurl.com/y85t48nu>
- Debate 15: “How Democratic Is the EU?” in Zimmermann and Dür (eds.) pp. 64-79

4th GD post due, followed by Scalar entry in a week:

- ❖ European democracy: freedom of speech, freedom of assembly, and Holocaust deniers

R December 2 Conclusions: A Post-American Europe?

- Drozdiak, Chapter 12 and Epilogue, pp. 232-266
- Hanhimaki, Chapter 6

10am Friday, December 3: Draft of final research paper is due to WA or peer/pod (required full length along with formatted bibliography)

T December 7 and R December 9: Students' Research Workshops and Pod Presentations

10 am Monday, December 13: Final Research Paper is due



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) Ask a “why” question,
- 2) Present an analytical argument that provides a clear answer to the question,
- 3) Address the literature related to the question and provides some of the possible answers,
- 4) Offer 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, however, 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 revision.

- 1) The proposal:** is a meaningful and succinct introduction to the research project. It needs to include:
 - a) a descriptive, inviting, and concise title,
 - b) the research question: an open-ended, clear, relevant, and answerable question,

c) the evidence-based and straightforward hypothesis,
d) statement on the significance of the research and the thesis: substantiate (but not assert) 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) in addition to materials used in the class, along with meaningful annotations for each on how they help to answer the research question. All references should follow the author-date Chicago style.

2) **Revision of the proposal** needs to include all the above segments plus three sentences of **annotations** of each source listed. The number of bibliographic references should be minimum ten (in addition to course materials). The short **outline of the paper** should indicate which references will be used to support the specific segment/argument.

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 must go through a rigorous review, while such a screening process does not exist for the web. Consider three criteria for assessing a website: objectivity, authority, and timeliness.

The final research paper should be a synthesis and reconsideration of the assigned readings and class discussions. 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 sources used in the class), 10 of which must be scholarly references (not primary sources as government documents or news). The final research paper needs to incorporate the revised version of the proposal as the abstract.

