

Gov 412 SENIOR SEMINAR
POLITICS OF EUROPEAN INTEGRATION
— a writing intensive class —

Fall 2023

Time: Tuesday and Thursday 2.45 – 4 pm

Room: 106 Kirby Hall of Civil Rights

Dr. KATALIN FÁBIÁN

Office: 103 Kirby Hall of Civil Rights

Tel: (610) 330-5392

Email: fabiank@lafayette.edu



OFFICE HOURS AND IMPORTANT LINKS

Office Hours: Please sign up in advance.

<https://docs.google.com/spreadsheets/d/1D2omzN5a6-Gjje8gherkLOS-4c0i3N2ZB0f8VSUi00U/edit#gid=0>

In person, **after 4:10pm on Tuesday and Thursday**, on days when no faculty, department, program, or committee meetings take place.

Moodle site: <https://moodle.lafayette.edu/course/view.php?id=25480>

Google Drive site: <https://drive.google.com/drive/folders/0AMyIokg66iSzUk9PVA>

Zoom link for classes (in case of health and family emergency, please contact Professor 24h in advance, if possible): <https://lafayette.zoom.us/meeting/97375258228>

COURSE OBJECTIVES

This is an advanced seminar on the challenges as well as the opportunities for further integration that the continent of Europe faces. The class will explore 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 quality of democracy in member states and the EU, the costs of no political or economic integration, the ongoing war in Ukraine, conflicts concerning the most recent migration crises, Brexit, the sanctions against Russia, and assess if and how the EU competes with or complements the USA in 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. See, <https://about.lafayette.edu/diversity-statement/>

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+). Please consider the conditions for a Dean's Excuse: <https://advising.lafayette.edu/forms-policies/class-attendance-deans-excuse/>
- ❖ **1.B) 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) WRITING 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 Baglione's *Writing in Political Science: A Brief Guide*.

Students are expected to:

- a) Compose thematic in-class essay responses and GoogleDrive/Moodle Forum entries,
- 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 WA, our Research Librarian, and the Professor.

In analytical papers and posts, please omit:

- a) **imperatives** (what others should/must do) — but expose and analyze positionality,
- b) **forecasting of any sort**, except if you are a certified superforecaster, who appear to be slightly better than the average expert (<https://www.nytimes.com/2021/12/03/opinion/ezra-klein-podcast-philip-tetlock.html?action=click&module=audio-series-bar®ion=header&pgtype=Article>), and
- c) **sloppy or non-existent logic**, indicated as “additionally”, “furthermore”, “moreover” and the like. To avoid logical fallacies, consult Kilcrease's book.

Our class has the support of the Acting Director of Research and Instructional Services **Lijuan Xu** (xul@lafayette.edu), 123 Skillman Library, (610) 330-5152.

Our Writing Associate is **Elizabeth Dixon**, dixone@lafayette.edu.

Except for Forum/Google Drive posts, students are required to submit drafts of the required essays and meet with the WA to discuss these assignments. 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 will reduce the participation grade. The WA is obligated to inform the Professor of any late or missed papers and appointments.

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).

2.A) In-class short essay responses and Moodle Forum/GoogleDrive entries

The aim of these assignments is to offer students the opportunity to actively engage with the readings, class discussion, 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.

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. You will choose a partner and will collaborate to produce the presentation. Each presenter

should **offer one of the sides** of the debate in *Key Controversies* (Zimmermann and Dür, eds. 2021) or specific controversial themes from the assigned readings.

The presenters should together select **one** discussion question and **one** news item.

The upload is due on our Moodle class site at the latest by 8pm the evening before the session when the readings will be considered. A signup sheet will be distributed during the first week of class. Missed days cannot be made up.

The text on the Moodle Forum should:

- ❖ 1) in max 200 words per side of argument, clearly state the thesis (the central argument) and the significance (why the argument matters and makes a difference),
- ❖ 2) pose ONE open-ended (“Why?”) question that can be answered from having read the assigned texts (not a hypothetical “what if” question or a series of questions),
- ❖ 3) establish and explain a link between the readings with one recent news item. 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.
- ❖ 4) **After the Q&A in class, the presenter should indicate and back up as to which two peer responses were the best and why to the discussion question. These “best of” awards form an important part of the participation grade.**

Every member of the class (who is not presenting) is expected to read this upload (including the news item) up until 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 presenting and discussing their research. Each student must upload maximum seven PowerPoint slides (not as a GoogleDrive link) of the main points by 8pm the day before the scheduled presentation. Students will sign up for one slot as presenter and one slot as responder offering constructive criticism 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 an indication as to how you can further develop your academic work.

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

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.

	Weight	Due dates
Constructive and Active Engagement (25% altogether)		
❖ Participation	10%	
❖ Debate Analysis (2)	10%	8pm before the class session
❖ Map Quiz	5%	September 14
Comparative Case study: a) essays on assigned readings, and b) case study data collection.		
❖ In-class/Forum/GD Short Essays	30%	
Research Project (45% altogether)		
❖ Proposal	5%	10am October 6
❖ Revised Proposal and Annotated Bibliography	5%	10am October 27
❖ Research Paper	30%	10am December 11
❖ 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.

Course-related Federal and College Policies

1) Retention of course materials:

At Lafayette College, all course materials are proprietary and for class purposes only. This includes posted recordings of lectures, worksheets, discussion prompts, and other course items. Such materials should not be reposted or shared outside of members of the class. Moodle and online discussions should also remain private and not be shared outside of the course. 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 remote instruction materials associated with this course is not allowed. Doing so constitutes a violation of Academic Honesty and of the policies of this class.

2) Student Academic Resources:

<https://spaces.lafayette.edu/course/view.php?id=1276>: This is a centralized site for Lafayette students containing resources on college transition support, accessibility services, tutoring, health and well-being, advising and registration, technology help, library services, student funds, and more. You are encouraged to self-enroll in this site and bookmark it for future reference.

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>

- 3) **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.

Use of **Artificial Intelligence (AI)**: In this class, students may use large language models (LLMs) as a tool **to assist** their writing, but not to generate the text. AI assistance means using a language model to help with brainstorming ideas, exploring potential counterarguments, or engaging in a targeted revision. Targeted revision might mean

asking the model to help revise a few sentences. AI generated writing means that the program generates large blocks of text or using the model as a substitute for creating ideas.

Students are required to cite, fully explain, and document the use of the specific LLMs. If students use a LLM and do not cite it, it is an academic dishonesty.

When a reader comes to a passage influenced by artificial intelligence, students should create a clearly marked appendix with the following information:

- a) The model used (e.g., GPT-4). Please note that this information is not the website that allows access to the model (e.g., Fermat), but the actual model itself.
- b) The date/s that the student used the model to assist.
- c) A detailed and clear description of how AI influenced the writing, including the actual prompting language.

For example: “The following three paragraphs of the text have been influenced by my work with the GPT-4, used on 9/16/23. Originally, I drafted and revised this paper in response to feedback from a writing associate. However, even after revision, I had difficulty with the organization of the following three paragraphs. The flow did not seem correct to me. I fed these paragraphs into the LLM and prompted it with the following language: ‘These paragraphs have organization issues. Please revise them to make them more coherent.’”

- 4) **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.
- 5) **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.
- 6) **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.

READINGS

This course is designed to respond to world events as well as students' interests. Readings may 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.

All assigned books — **except Zimmerman and Dür's edited volume** — are available in hard copy in the Reserves (two-hour loan) of Kirby Library and most are accessible electronically. Please consult the Professor if you need help purchasing the texts.

The DVDs are electronically available or on reserve in Skillman Library Circulation.

- Bleich, Erik. 2011. *Freedom to Be Racist? How the United States and Europe Struggle to Preserve Freedom and Combat Racism*. Oxford University Press. <https://academic-oup-com.ezproxy.lafayette.edu/book/2282?searchresult=1> (unlimited).
- Drozdiak, William. 2017. *Fractured Continent: Europe's Crises and The Fate of the West*. W.W. Norton. <https://libcat.lafayette.edu/Record/in00000431702> (1 user).
- Hanhimäki, Jussi. 2021. *Pax Transatlantica: America and Europe in the Post-Cold War Era*. Oxford University Press. <https://academic-oup-com.ezproxy.lafayette.edu/book/39401?searchresult=1> (unlimited)
- Russell, James. 2018. *Double Standard: Social Policy in Europe and the United States*. Fourth Edition, Routledge. <https://ezproxy.lafayette.edu/login?url=https://ebookcentral.proquest.com/lib/lafayettecol-ebooks/detail.action?docID=5116590> (3 users)
- Zimmermann, Hubert and Andreas Dür, (eds.) 2021. *Key Controversies in European Integration*. Palgrave. 3rd edition (1 user) <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=6939589>. <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=6939589>.

Supplemental Materials:

- Baglione, Lisa. 2016. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. 4th Edition, or similar guidebook on the methodology and writing in political science:
 - Martel, 1997, *A Student's Guide for Writing in Political Science*. https://libcat.lafayette.edu/Record/eres_EBC3332357
 - Ethridge, 2022, *The Political Research Experience*. https://libcat.lafayette.edu/Record/eres_EBC1974431
 - Krause and Szekely, eds. 2020, *Stories from The Field: A Guide to Navigating Fieldwork in Political Science*. https://libcat.lafayette.edu/Record/eres_on1129394607
- Barclay, Donald. 2018. *Fake News, Propaganda, and Plain Old Lies: How to Find Trustworthy Information in the Digital Age*. <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=5311589> (unlimited).
- Bigo, Didier and Thomas Diez, Evangelos Fanoulis, Ben Rosamond, Yannis A. Stivachtis, eds. 2020. *The Routledge Handbook of Critical European Studies*. <https://libcat.lafayette.edu/Record/in00000434061> (unlimited).
- Farer, Tom. 2020. *Migration and Integration: The Case for Liberalism with Borders*. Cambridge University Press. link: <https://libcat.lafayette.edu/Record/in00000431406> (unlimited).

- Flesher Fominaya, Cristina and Ramón Feenstra, eds. 2020. *Routledge Handbook of Contemporary European Social Movements*. <https://libcat.lafayette.edu/Record/in00000429771> (1 user).
- Kalir, Remi and Antero Garcia. 2022. *Annotation*. <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=6534502> (unlimited).
- LaVaque-Manty, Mika and Danielle. 2015. *Writing in Political Science: A Brief Guide*. Oxford University Press. <https://libcat.lafayette.edu/Record/in00000431401>
- Magone, José, ed. 2015. *Routledge Handbook of European Politics*. Routledge. <https://libcat.lafayette.edu/Record/in00000431310> (unlimited).
- Weiner, Agnieszka, Saskia Bonjour, Lyubov Zhyznomirska, eds. 2019. *The Routledge Handbook of the Politics of Migration in Europe*. <https://libcat.lafayette.edu/Record/in00000434062> (unlimited).

Students should use these sites for news items:

- *The New York Times* (register for a free educational pass at <https://myaccount.nytimes.com/verification/edupass>)
- PressReader and Global NewsStream in international news coverage
 - <https://www.pressreader-com.ezproxy.lafayette.edu/catalog>
 - <https://ezproxy.lafayette.edu/login?url=https://search.proquest.com/globalnews/advanced/fromDatabasesLayer?accountid=1194>
- *Transitions On-Line*, <https://tol-org.ezproxy.lafayette.edu/>

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 29, 2023, **Introduction — Syllabus and Expectations**

- read and critically analyze: Cohen and Alderman, “The ‘Peace Dividend’ Is Over in Europe” Now Come the Hard Tradeoffs”, May 3, 2023, <https://www.nytimes.com/2023/05/03/business/economy/russia-ukraine-war-defense-spending.html>
- listen to this talk: <https://tippingpoint.net/timothy-snyder-judenplatz-1010/>
- introduce yourself with a collage using maximum four words and four images. Place them all together as a .jpg or pdf file in the class GD folder.

R August 31 **The Idea of Europe**

- Magone, Ch.1, “The Great Transformation of European Politics” in Magone ed.

- Diez, "Introduction" in Bigo et al.
- Ash, "Is Europe Disintegrating?" *The New York Review of Books*, <https://www.nybooks.com/articles/2017/01/19/is-europe-disintegrating/>, on Moodle under folder "Readings"
- The New York Review of Books* is accessible through Library → Research Tools → "N" <https://library.lafayette.edu/researchtools-az/n/>
- Class debate: "The EU: Success or Failure?"

T September 5 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/>
- McCourt and Mudge, 2022. "Anything but Inevitable: How the Marshall Plan Became Possible" *Politics and Society*

R September 7 Institutional Development 1973–2020

- Thompson, "Europe's Unresolved Energy Puzzle" Sept. 22, 2022, *Foreign Affairs*
- Drozdziak, Chapter 4: "Brussels: Capital of Europe, Tower of Babel?" pp. 73-92
- **Debate No.1**: "The EU: Success or Failure?" in Zimmermann and Dür (eds.) pp. 1-17

T September 12 What is Europe? Competing Models of States and Integration

- Loughin, Ch.3 "The Modern State: Historical and Contemporary" in Magone ed.
- Grzymała-Busse, Ch.1: "Introduction" in: *Sacred Foundations: The Religious and Medieval Roots of the European State* (2023) (in Moodle, under "Class Readings" of the thematic segment)
- Bergmann, "Europe's Geopolitical Awakening" *Foreign Affairs*, Aug. 2020

R September 14 What is the "point" of the EU?

- Ch.1 "Understanding EU Law and Governance" pp. 1-21, in Dawson and de Witte, *EU Law and Governance*, 2022 (on Moodle, in the folder "Class Readings" under respective thematic folder)
- **Debate No. 2**: "More Powers for Brussels or Renationalization?" in Zimmermann and Dür (eds.) pp. 18-26

MAP QUIZ

T September 19 European Law and Politics

- Dinan, Ch.11, "The Political System of the EU" in Magone ed.
- Ch. 4, "Too Much Power for the Judges?" pp. 50-66 Ch. 6: "Lobbying in the EU" pp. 82-91 in Zimmermann and Dür (eds.)
- **Group presentations of EU institutions**: see Ch.2 "EU as Bureaucracy" pp. 23-28, in Dawson and de Witte (on Moodle, in the folder "Class Readings" under respective thematic folder,) and visit the websites of the Council <https://www.consilium.europa.eu/en/>; Commission <http://ec.europa.eu>; European Parliament <http://www.europarl.europa.eu>; and European Court of Justice <http://curia.europa.eu>
- Class debate: Which EU institution is most powerful and why?

R September 21 Everyday Europe

- 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>
- Porter, “A Fatal Shooting and a Hijab Ban” July 2, 2023 <https://www.nytimes.com/2023/07/02/france-nahel-soccer-hijab.html?smid=nytcore-android-share>
- **Debate No.5:** “Can There Be a Common European Identity?” in Zimmermann and Dür (eds.) pp. 67-81

1st Essay: The Historical and Conceptual Roots of European Integration

PART B: THE DIVERSE EXPERIENCES OF EUROPEAN INTEGRATION

T September 26 Germany

- Drozdiak, Chapter 1, pp. 1-26
- **Debate No. 14:** “Promise and Peril of a New German Hegemony” in Zimmermann and Dür, pp. 193-209

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

R September 28 France

- Drozdiak, Chapter 3, pp. 49-72
- Stangler, “France is Becoming like America” June 2, 2021, <https://tinyurl.com/88kfhhjac>
- Bock, “Emmanuel Macron Told the French What to Do. It Didn’t Go Well.” *The New York Times*, Aug. 3, 2021, <https://www.nytimes.com/2021/08/03/opinion/france-vaccine-passports-macron.html>
- Schwartz, “Whack-a-Rat” Aug. 17, 2023 *The New York Review of Books*.
- **Debate No. 9:** “A Big Waste? Common Agricultural Policy” in Zimmermann and Dür (eds.) pp. 123-137

Recommended: *The Intouchables* (French, 2011) or *Mama Weed/ La Daronne* (French, 2020)

Schedule a meeting with the WA to discuss organization and format of the research paper proposal. Review:

- Kilcrease, *Falsehood and Fallacy*, Chapters 3-5
- https://owl.purdue.edu/site_map.html for “The Writing Process.”

T October 3 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/yc8vllec>
- Seymour, “The Fantasy of Brexit Britain Is Over” Aug 1, 2022. <https://tinyurl.com/ctcf77er>
- Massie, “For Scotland, Leaving will always be an Option”, Aug. 7, 2023 <https://tinyurl.com/4v6vc2h5>
- McKay, “Northern Ireland Is Coming to an End” June 30, 2021, <https://www.nytimes.com/2021/06/30/opinion/northern-ireland-centenary.html>
- **Debate No. 13:** “Britain’s Decision to Leave the EU: Good or Bad?” in Zimmermann and Dür (eds.) pp. 180-192

Recommended: *Iron Lady* (2012), <https://www.nytimes.com/2022/08/25/world/europe/uk-liz-truss-prime-minister.html>

2nd Essay, Similarities and Differences between The Most Powerful Members: EC and EU

R October 5 Scandinavia: Norway, Sweden, Denmark, and Finland

- What is truly Scandinavian? <https://www.youtube.com/watch?v=wY8uajAm9N8>
 - on Danish language: <https://www.youtube.com/watch?v=s-mOy8VUEBk>
 - Drozdak, Chapter 8, “Copenhagen: The Green Welfare State in Peril?” pp. 152-170
 - “In Finland, a Partying Prime Minister” <https://www.nytimes.com/2022/08/27/world/europe/sanna-marin-finland-pm-party.html>, Aug. 27, 2022
 - Rapacioli, “How Sweden Became a Symbol” *The New York Review of Books*, 2017, <https://tinyurl.com/y8dzxgbl>, on Moodle under folder “Readings”
The New York Review of Books is accessible through Library → Research Tools → “N” <https://library.lafayette.edu/researchtools-az/n/>
 - Brooks, “This Is How Scandinavia Got Great” Feb. 13, 2020, <https://www.nytimes.com/2020/02/13/opinion/scandinavia-education.html?action=click&module=Opinion&pgtype=Homepage>
 - Colston, “The Finnish Secret to Happiness?” April 1, 2023, <https://tinyurl.com/2hkfybd3>
 - 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.
- Class debate:** 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 6: Research Paper Proposal is due.

In preparation, please review:

- ❖ Chapters 1 and 3 in *Writing in Political Science*.
- ❖ pp. 88-89 *Falsehood and Fallacy*, <https://www-degruyter-com.ezproxy.lafayette.edu/document/doi/10.3138/9781487588649/html>

October 9 – 10: Fall Break

PART C: THE EU AND GLOBALIZATION

R October 12 **European Social Policy**

- Russell, Ch. 12 “Health Care” (pp. 135-146), Ch. 15 “Summary” (pp. 171-180), and one of (per group assignment): A) Ch. 8 “Poverty”, B) Ch. 9 “Unemployment”, C) Ch. 10 “Support for Child Raising”, D) Ch. 11 “Retirement and Disability”, E) Ch. 14 “Incarceration as Social Policy.”
- comparisons between the USA and Europe (*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/oeptk8>
- “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/y8mk8czi>
- toddler care <https://tinyurl.com/4v7rvvk3>

T October 17 **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>

R October 19 **Southern Europe: Spain, Italy, Greece—and the Balkans**

- Drozdiak, Chapter 5: Madrid, pp. 93-112, Chapter 6: Rome, pp. 113-131, Chapter 10: Athens, pp. 190-209
 - Horowitz, “The Double Whammy Making Italy the West’s Fastest-Shrinking Nation” Jan. 30, 2023, <https://tinyurl.com/5n7hy8nj>
 - “The Rot at the Heart of Greece” <https://tinyurl.com/4xwtb87b>, Aug. 22, 2022.
- Class debate:** Is there a North-South divide in the EU? Is there an East-West divide?

3rd Essay: **Unity in Diversity? Varieties of Capitalism and Welfare in Europe**

Schedule a meeting with the WA for the Revised Abstract and Annotated Bibliography.

Review:

- Kalir and Garcia, Ch.3, “Annotation Shares Commentary” pp. 63-86
- https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

T October 24 **Between East and West: Poland and the Baltics**

- Drozdiak, Chapter 7: Warsaw, pp. 132-151 and Chapter 9: Riga, pp. 171-189
- Gherghina and Tap, 2022. “Why East Europeans would leave the EU in Exit referendums” *International Political Science Review*, DOI: 10.1177/01925121211061453
- Higgins, “Poland Rejects EU Ruling” June 5, 2023, <https://tinyurl.com/38cmpfsv>

- backgrounder (maps and short reviews): https://getpocket.com/collections/war-in-ukraine-essential-reading?utm_source=pocket-newtab

- Debate No. 11: “Has EU Enlargement Gone Too Far?” in Zimmermann and Dür (eds.) pp. 151-164

Recommended: *Kontroll* (2003, Hungarian, <https://libcat.lafayette.edu/Record/in00000327099>) or *Ida* (2014, Polish, <https://libcat.lafayette.edu/Record/in00000400497>)

R October 26 Transatlantic Relations: The War in Ukraine

- Hanhimäki, Introduction and Chapters 1 and 2

- Dubravka Zarkov. 2022. “Quo Vadis Europe?” *European Journal of Women’s Studies*, [ps://doi.org/10.1177/13505068221091881](https://doi.org/10.1177/13505068221091881)

- Fiona Hill and Angela Stent, 2022. “The World Putin Wants” Sept. *Foreign Affairs*

- Minakov, “Political Will or Procedure? Ukraine’s EU Membership” Feb. 13, 2023, The Wilson Center, <https://tinyurl.com/5e4e4zju>

10am October 27: Revised Proposal and Annotated Bibliography are due.

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

T October 31 Im/migration 1: Fortress Europe? Europe as a Community

- Hayden, “Welcome to Europe, Where Mass Death Has Become Normal” Aug. 16, 2023, <https://www.nytimes.com/2023/08/16/opinion/europe-tunisia-migration.html?smid=nytcore-android-share>

- Russell, Ch. 13 “Race and Immigration” (pp. 147-164)

- Guild, Ch. 20, “EU’s so-called Mediterranean refugee crisis” in Bigo et al.

- Transnational Migration in Central-Eastern Europe from Intersectional Perspectives, <https://lefteast.org/category/all-posts/elmo-series-transnational-migration-in-CEE-from-intersectional-perspectives-of-race-gender-class-and-citizenship/>

- “How the Danish Left Adopted a Far-Right Immigration Policy” *Foreign Affairs*, July 12, 2021

- Debate No.10: “Does the EU Act as a Normative Power?” in Zimmermann and Dür (eds.) pp. 138-150

R November 2 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*.

- Horowitz and Stevis-Gridneff, “A Superyacht Gave a Lifeline to 100 Migrants Thrown to the Sea”, June 21, 2023, <https://www.nytimes.com/2023/06/21/world/europe/yacht-migrant-rescue-greece.html>

- 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)

4th Essay: Integration of Peripheries: Europe as a Model?

PART D: WHAT IS THE FUTURE OF EUROPE?

T November 7 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>
- 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 9 Freedom of Association

- Bleich, Chapters 5 and 6 (pp. 85-133)
- segments from Great Decisions Series “Turning the Tide: Populism in Europe” (2019)
- **Debate No.7:** “The Future of the Euro: Union or Disintegration?” in Zimmermann and Dür (eds.) pp. 93-107

[Schedule a meeting with the WA for an outline of the research paper](#)

T November 15 Democracy and Integration

- Ch.3, “The EU as Political Union” pp. 50-70, in Dawson and de Witte (on Moodle, in the folder “Class Readings” under respective thematic folder,
- 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 No.3:** “How Democratic Is the EU?” in Zimmermann and Dür (eds.) pp. 36-49

R November 17 Europe as a Political Model and a Security Arrangement

- Hanhimäki, Chapters 3-5
- Anderson and Meaney, “NATO Isn’t What It Says It Is” July 11, 2023, <https://www.nytimes.com/2023/07/11/opinion/nato-summit-vilnius-europe.html>
- Drozdziak, Ch. 11: “Moscow, Ankara, Tunis: Europe’s Troubled Neighborhood”, pp. 210-231
- **Debate No. 12:** “Toward A Common European Army?” in Zimmermann and Dür (eds.) pp. 165-179

5th Essay, European Democracy: Freedom of Speech, Freedom of Assembly, and Holocaust deniers

T November 22 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, 2020. “How the Far Right Became Europe’s New Normal” Feb. 4, <https://www.nytimes.com/2020/02/04/opinion/far-right-europe-austria.html?action=click&module=Opinion&pgtype=Homepage>

November 22 – 24: Thanksgiving break

T November 29 Conclusions

- de Gruyter, “Europe Is in Danger. It Always Is.” May 2, 2022 <https://www.nytimes.com/2022/05/02/opinion/european-union-macron-ukraine.html>
- Oleksandra Matviichuk, “A Speech to Europe 2023” lecture series on Judenplatz on the occasion of Europe Day, <https://www.erstestiftung.org/en/events/a-speech-to-europe-2023-oleksandra-matviichuk/>
- Drozdiak, Chapter 12 and Epilogue, pp. 232-266
- Hanhimaki, Chapter 6

6th Essay, Crisis as The Norm: Is the EU Progressive or a Colonial and Populist?

R November 30 Meetings with Lijuan Xu regarding bibliographies, 004 Skillman Library
Professor at ASEEES conference, Nov. 30 – Dec. 3

December 1: Draft of final research paper is due to WA (required full length along with formatted bibliography)

T December 5 and R December 7: Students’ Research Workshops and Pod Presentations

10 am Monday, December 11: 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 (“Why?”), clear, relevant, and answerable inquiry,

- 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

- a) three sentences of **annotations** of each source listed,

Review:

Kalir and Garcia, Ch.3, “Annotation Shares Commentary” pp. 63-86

- https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

- b) The number of academic bibliographic references should be minimum ten (in addition to course materials).
- c) 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 15 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.

