Syllabus

PS 341 - Politics of Western Europe and the EU:

History and Politics of European Integration

e-campus: Fall 2012

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1.   Course Introduction

This course is an introduction to the history and politics of the European Union. Topics to be covered include the history of ideas of unification, the historical backdrop of European integration, specific issues and challenges for the integration process, such as European security, transatlantic ties, economic motives, European institutions, politics, and the challenges of Eastern enlargement.

The principal goal is to develop an understanding of the complex history of the European integration process, to be able to theorize such processes, in order to comprehend past and present policy challenges.

Furthermore, students will be reading and presenting research articles, in order to develop own research interests and skills. A concluding research paper will be based on research draft papers presented to the entire class.

The seminar depends on the active participation of every single member of the class.

2.   Student Learning Outcomes

Students will be able to … The course seeks to develop in students…

- explain the central issues in the history of Europe in the 20th century that led to European unification
- discuss the complex development of ideas of Europe since antiquity
- determine the driving forces of European unification and integration
- analyze recent developments in Europe, and connect these to historical trends
- discuss the necessity to theorize history and politics, and apply different theoretical models to different circumstances
- present the basic argument of a scholarly text
- work collaboratively on a presentation
- conduct research and write a research paper based upon what was discussed in class, and the student's own research interest

3.   Course Policy

- Regular participation in the online discussions and class activities is mandatory. Students should be prepared to log in to participate in the online course on at least two days per week, starting no later than Wednesday each week. They are required to read all course materials, and to also conduct further research on their own.
- A seminar thrives on the regular participation of every single member of the group. You are expected to participate actively in the discussions, and you should feel free to do so. This is a place to learn, not a place to be perfect. You do not need to be intimidated. Everyone is in the same boat.
- Respect your fellow students.
- If somebody makes a mistake, be patient and understanding. Make any criticism about the argument and the issue, not about the person.
- People are indeed able to see things differently, even though they have the same facts.
- During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be YOUR responsibility to monitor announcements to find out what those adjustments might be.
- This is a living syllabus, it may be subject to change.
- If you are experiencing problems with this course, its content, the readings, my teaching style, I strongly encourage you to raise your concerns at the earliest possible moment. You can do so by visiting me during my office hours. Office hours will be held by appointment in person, by phone, or by Skype. You may also e-mail me about private concerns, though I encourage all students to use the General Discussion forum to post general questions about the course and course content.

- Student Conduct: To fully understand student conduct expectations (definitions and consequences of plagiarism, cheating, etc.), see http://oregonstate.edu/studentconduct/regulations/index.php#acdis.
- The Writing Center provides students with a free consulting service for their writing assignments, see http://cwl.oregonstate.edu/owl.php.
- In the case that I feel attendance and reading progress are below reasonable expectations, I reserve the right to do a quiz in order to check on reading progress. These would have 2 questions. If every question is answered correctly, your total point balance will be unaffected. Any question answered wrongly (or not at all) will downgrade your total points by -0.25 points. You can avoid such tests if everybody attends regularly, participates actively, and does their reading.

4.   Required Texts by Session

See Blackboard for further reading assignments.

UNIT 1: HISTORICAL BACKGROUND

Week 1: "Europe" as Idea and Reality

PowerPoint materials

Week 2: Leagues and Nations

Anderson, Benedict. *Imagined Communities. Reflections on the Origin and Spread of Nationalism.* London, New York: Verso, 1983. 1-46.

Geary, Patrick J. *The Myth of Nations. The Medieval Origins of Europe.* Princeton: Princeton UP, 2002. 1-40.

UNIT 2: BEGINNINGS OF EUROPEAN INTEGRATION

Week 3: Between Empires

Hösle, Vittorio. "The European Union and the U.S.A.: Two Complementary Versions of Western 'Empires'?". In: *Symposium (Canadian Journal of Continental Philosophy / Revue canadienne de philosophie continentale)* 14: 1 (2010): 22-51.

Müller, Harald. "A Theory of Decay of Security Communities with an Application to the Present State of the Atlantic Alliance." *Institute of European Studies, UC Berkeley.* 2006. http://escholarship.org/uc/item/95n4b4sp.

Cooper, Robert. "Integration and Disintegration." *Journal of Democracy* 10.1 (1999): 8-21.

Schmidt, Helmut. "Miles to Go: From American Plan to European Union." *Foreign Affairs* 76.3 (May-Jun 1997): 213-221.

Week 4: European Identity

Marcussen, Martin, Thomas Risse, Daniela Engelmann-Martin, Hans Joachim Knopf and Klaus Roscher. "Constructing Europe? The Evolution of French, British and German Nation State Identities." *Journal of European Public Policy* 6:4 (1999, Special Issue): 614-33.

Coudenhove-Kalergi, Richard. "The Pan-European Outlook." *International Affairs (Royal Institute of International Affairs 1931-1939)* 10.5 (Sep., 1931): 638-651.

Larat, Fabrice. "Present-ing the Past: Political Narratives on European History and the Justification of EU Integration." *German Law Journal* 6.2 (2005): 273-290.

Smith, Anthony D. "National Identity and the Idea of European Unity." *International Affairs (Royal Institute of International Affairs 1944-)* 68.1 (Jan. 1992): 55-76.

Shore, Cris. "Inventing the 'People's Europe': Critical Approaches to European Community 'Cultural Policy.'" *Man, New Series* 28.4 (Dec. 1993): 779-800.

ADDITIONAL TEXT:
Stråth, Bo. "Methodological and Substantive Remarks on Myth, Memory and History in the Construction of a European Community." *German Law Journal* 6.2 (2005): 255-271.

UNIT 3: MECHANISMS OF EUROPEAN INTEGRATION

Week 5: European Economy and Defense

Rappaport, Armin. "The United States and European Integration: The First Phase." *Diplomatic History* 5.2 (April 1981): 121–150.

Spaak, Paul-Henri. "The Integration of Europe: Dreams and Realities." *Foreign Affairs* 29.1 (Oct. 1950): 94-100.

Hitchcock, William I. "France, the Western Alliance, and the Origins of the Schuman Plan, 1948–1950." *Diplomatic History* 21.4 (Fall 1997): 603–630.

Kunz, Diane B. "The Marshall Plan Reconsidered: A Complex of Motives." *Foreign Affairs* 76.3 (May-Jun. 1997): 162-170.

Lundestad, Geir. "Empire by Invitation? The United States and Western Europe, 1945-1952." *Journal of Peace Research* 23 (1986): 263-277.

Deighton, Anne. "The European Security and Defence Policy." *JCMS*: *Journal of Common Market Studies* 40.4 (2002): 719-41.

Bryan, Ferald J. "George C. Marshall at Harvard: A Study of the Origins and Construction of the 'Marshall Plan' Speech." *Presidential Studies Quarterly* 21.3 (Summer 1991): 489-502.

Week 6: Integration and its Discontents

Ash, Timothy Garton. "Is Britain European?" *International Affairs* **77**.1 (2001): 1-13.

Parsons, Craig. "Showing Ideas as Causes: The Origins of the European Union." *International Organization* 56.1 (2002): 47-84.

Dietz, Antje, Thomas Dietz. "Introducing the Mosaic of Integration Theory." In: Dietz, Antje, Thomas Dietz, eds. *European Integration Theory.* Oxford: Oxford UP, 2004. 1-21.

ADDITIONAL TEXTS:
Eilstrup-Sangiovanni, Mette, ed. *Debates on European Integration.* New York: Palgrave Macmillan, 2006.

UNIT 4: CURRENT ISSUES

Week 7: A Growing Union

Schimmelpfennig, Frank. "The Community Trap: Liberal Norms, Rhetorical Action, and the Eastern Enlargement of the European Union." *International Organization* 55.1 (Winter 2001): 47-80.

Grabbe, Heather. "European Union Conditionality and the 'Acquis Communautaire.'" *International Political Science Review / Revue internationale de science politique* Vol. 23.3 "Enlarging the European Union: Challenges to and from Central and Eastern Europe. L'élargissement de l'Union européenne" (Jul. 2002): 249-268.

Krol, Marcin. "A Europe of Nations or a Universalistic Europe?" *International Affairs (Royal Institute of International Affairs 1944-)* 66.2 (Apr. 1990): 285-290.

Wagner, Gerhard. "Nationalism and Cultural Memory in Poland: The European Union Turns East." *International Journal of Politics, Culture, and Society* 17.2 (Winter 2003): 191-212.

Weeks 8-10: Own Research

Find your own scholarly articles and use them in the research presentation and final paper.

5.   Course Assignments and Grading

General Remarks:

- All these assignments are submitted in writing. The two presentations have to be submitted to the entire class via the discussion forum (upload as PDF), the response and research paper are only sent to the instructor via e-mail (if you do not receive a confirmation that I have received it within 2 business days, please tell me).
- You are expected to use correct English. If there too many mistakes, text understanding may suffer, and you may also be downgraded for complexity. Perform a spell-check (not just via the computer!).
- Text formatting for **all** assignments except discussion posts: 12 point Times, 1.5-spaced, 1 in. margins. Include your name, assignment type, and date in the first line, second line title in bold, one free line, then the text, then works cited, such as:

> Name, First Name: Text Presentation, MM/DD/YYYY
>
> **Title of Your Presentation (either a topical title, or "Presentation on the Text by N.N.")**
>
>
> Text (of the length specified)
>
>
> **Works Cited**
>
> List the works you cited, either APA or MLA style

- Pages have to be numbered.

Researching Articles and Books:

- Any materials you find for use in your own research should be coming from academic journals or books. You may also use original sources (like speeches or papers by central actors or government officials relevant to European integration and politics), but need to find 2 research articles minimum.
- Research articles or books are basically distinguished from other materials in that they do not primarily focus on exposition but on analysis, and on commenting on other research. The articles chosen for this class are supposed to serve as examples.
- You can find such materials, for instance, through the use of Google Scholar (http://scholar.google.com). Library catalogs will be available to you as well.
- News sources and statistics can be used – but only to supplement research articles, not to replace them.
- Internet sources are good if they are of a scholarly nature.
- Wikipedia can be a good starting point for research – it is never its ultimate end!

Explanation of individual assignments:

1) **Presentation of an assigned text (5 points / 10%).** In the beginning of the quarter, the texts will be distributed amongst all participants. Longer texts will be presented by 2 students, shorter by 1 student (see schedule below). The presentation should introduce the main arguments of the text and briefly explain the historical background. The length of the presentation should be **approx. 1 page of text**. Presenters will then also be responsible for facilitating the class discourse by being the experts on the text. Whether you are presenting or not, **everybody is required to read all the texts**, unless they are marked as additional.

   Additional Guidelines:
   - You are the expert on the text. You can assume everyone else has read the text as well (they should). Nevertheless, recap the major arguments of the text.
   - None of the texts holds absolute truth. All of them are written from a specific point of view, with which you may agree or disagree. If you voice any such judgment, you need to provide reasons.
   - Prepare up to 2 questions for class discussion.
   - For general remarks, see the presentation guidelines in Appendix I, page 18.

   Grading: 5 points total
   - complexity of the argument (3 points)
   - correct rendition of the text's argument (½ point)
   - correct citations (½ point)
   - clarity and correctness of writing (½ point)
   - handling your responses to questions in the discussion (½ point)

2) **Response Paper on the topic of "European Identity"** (**10 points / 20%**). This is an opinion piece which is based upon the seminar readings and discussions. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You do not need to find additional research articles or books. Standard citation methods apply. The paper should be **approx. 2 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography.

   Due Date: Oct 29, till 8 PM PT

   Grading: 10 points total
   - 5 points for complexity of the argument
   - 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 20, and stick to one method throughout your paper).
   - 1 point for spelling and language

- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)

Penalties for turning it in later:
- Turning in the assignment late: -1 point per day
- if you turn it in on the same day but later, -½ a point

3) **Research Presentation** (**10 points / 20%**). Students will present a topic of their own choice to the entire class. The presentation should be **2 pages of text and a powerpoint (up to 10 slides)**. The presentation should ideally be a preparation for the final research paper. You are expected to find 3 scholarly sources for your research that are not part of the assigned reading in class.

Additional Guidelines:
- Find your own topic, and discuss it with the instructor in beforehand via e-mail.
- Find a minimum of 3 new scholarly articles for your research.
- Justify why you think your topic is of relevance.
- Put your own topic into its proper historical and/or political context.
- Structure your argument clearly.
- Prepare up to 3 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page 18.

Grading: 10 points total
- complexity of the argument (5 points)
- correct rendition of the your argument (1 point)
- additional scholarly sources (3 points)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

4) **Research Paper on a topic of your own choice** (**15 points / 30%**). This research paper can be based on the preceding research presentation. Unlike the response paper, your focus has to be on analysis rather than on opinion. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You need to use at least 2 of the texts discussed throughout the seminar, and to find at least 3 additional scholarly research articles or books. Standard citation methods apply. The paper should be a minimum of **5 pages of text**, no more than 6 (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography in addition to the allotted pages.

Due Date: Dec 3, till 8 PM PT

Grading: 15 points total
- 5 points for complexity of the argument

- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 20, and stick to one method throughout your paper).
- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- 1 point per cited article or book that was assigned for class (min. 2 articles or books, max. 2 points)
- 1 point per cited article or book that you individually researched (min. 3 articles or books, max. 3 points)

Penalties for turning it in later:
- Turning in the assignment late: -1 point per day
- if you turn it in on the same day but later, -½ a point

5) **Discussion Board** (**10 points / 20%**). Students will have to participate regularly in the Blackboard discussion board.

Additional Guidelines:
- Introduce yourself initially to Blackboard by saying who you are, what your study interests are, and whatever else you would like people to know about yourself.
- Discussions will be graded in terms of frequency of participation and quality of your contributions. Students need to participate on at least 2-3 days per week, starting no later than Wednesday.
- You then need to write **at least 10 posts for blackboard of substantial length and quality**. Quality posts are those that are substantial in content and indicate that the student is engaged with the course readings and content (i.e. posts are not "off the top of your head," but rather demonstrate that you have completed and understood the course readings). Such post cannot just be brief responses of twitter length, or a mere link, but have to be contributions for discussion of at least 2 paragraphs of length which open up a possible discussion topic and/or discuss or introduce a topic and/or provide a thoughtful response to a post opened by someone else earlier.
- You are also expected to respond in other ways, by briefly commenting on other people's comments. These will not be graded, as they are part of the class conversation.

Grading: 10 points total
- 1 point per post, but only a maximum of 10 points

6. General Argumentation Rules (for Presentations and Papers)

- If you refer to somebody or a text, always provide a detailed source. Never say "As Aristotle has said, …" but provide a concrete source. You will find that many quotes are continually misattributed. Do the research.
- Be respectful of others' opinions and arguments, no matter how harshly you may disagree. Any criticism must be aimed at the argument or subject matter ("*argumentum ad rem*"), not at the person ("*argumentum ad hominem*").
- If you disagree with a certain position, make sure you represent it accurately in all its scope, and not as a distorted caricature ("straw man argument").
- Base your argument on a solid database, not just on your own experiences or things you have heard ("anecdotal evidence").
- Just because a famous or influential person made a certain argument, does not automatically provide it with legitimacy ("argument from authority").
- Just because something occurs in nature, does not make it good ("naturalistic fallacy").
- See also: www.fallacyfiles.org

7. Final Grade Distribution

Maximum possible points: 50 points

- Text Presentation: 5 points
- Research Presentation: 10 points
- Response Paper: 10 points
- Research Paper: 15 points
- Longer Posts: 10 points

A	95%	to under or equal	100%	47.5	to under or equal	50	points
A-	90%	to under	95%	45	to under	47.5	points
B+	87%	to under	90%	43.5	to under	45	points
B	83%	to under	87%	41.5	to under	43.5	points
B-	80%	to under	83%	40	to under	41.5	points
C+	77%	to under	80%	38.5	to under	40	points
C	73%	to under	77%	36.5	to under	38.5	points
C-	70%	to under	73%	35	to under	36.5	points
D+	67%	to under	70%	33.5	to under	35	points
D	63%	to under	67%	31.5	to under	33.5	points
D-	60%	to under	63%	30	to under	31.5	points
F	0%	to under	60%	0	to under	30	points

8.   Schedule

UNIT 1: HISTORICAL BACKGROUND

European integration has not happened in a historical vacuum. In order to understand current political trends within Western Europe and the EU, it is thus helpful to gain an understanding of the historical background of what constitutes "Europe."

Week 1: September 24-28: "EUROPE" AS IDEA AND REALITY

Introduction: What is Europe?

Introduction to the Seminar, Identification of Key Issues, Initial Discussion

Guiding Discussion Questions:

What is "Europe"?

On what levels does "Europe" exist (e.g. geography, history, etc.)?

How is that relevant?

Activities:

Work through the introductory PowerPoints

Write your first introductory discussion points

Select the texts you would like to present

Materials:

MICRO-LECTURE 1: Major Themes of the Seminar

PPT 1:   The European Space Since Antiquity.
          Early Cultures Around the Mediterranean: Historical Overview

PPT 2:   European Unity and Disunity.
          From Roman Ecoumene to Fragmentation. Guiding Ideas: Translatio Imperii, Religion, Nationalism

Week 2: October 1-5: LEAGUES AND NATIONS

Guiding Discussion Questions:

How is the process of European integration inspired by historical leagues and federations?

What is a nation state, how is a nation state conceptualized?

What possible concepts exist for unifying nation states?

Activities:

Research the following political entities: Delian League (477-404 BC), Hanseatic League (1159-1862, approx..), German Customs Union (1834-1919), League of the Haudenosaunee/Iroquois (since 16th century or earlier), and review the process of the founding of the United States of America. What were the motives and levels of cooperation? What brought their downfall, or created a crisis?

Text presentations

Continue with the discussion

Materials:

MICRO-LECTURE 2: Integration and the Nation State

Texts to be Presented (up to 2 presenters per text, depending on class size):

Anderson, Benedict. *Imagined Communities. Reflections on the Origin and Spread of Nationalism.* London, New York: Verso, 1983. 1-46.

Geary, Patrick J. *The Myth of Nations. The Medieval Origins of Europe.* Princeton: Princeton UP, 2002. 1-40.

UNIT 2: BEGINNINGS OF EUROPEAN INTEGRATION

We will look at the historical moment of the end of World War II, which sees the beginnings of European integration, and the (re-)creation of Western Europe as a political and economic entity. The role of the U.S. therein will be reviewed. Furthermore, attempts to subsume national identities under a pan-European identity will be assessed.

Week 3: October 8-12: BETWEEN EMPIRES

Guiding Discussion Questions:

How is the process of European integration inspired by historical and contemporary imperial actors?

What is the impact of World War II?

Activities:

Work through the PowerPoint

Text presentations

Continue with the discussion

Develop thoughts on your response paper on "European Identity" due October 29

Materials:

PPT 3:   The End of the European Empires
           Europe in/and the world after World War II

Texts to be Presented (up to 2 presenters per text, depending on class size):

Hösle, Vittorio. "The European Union and the U.S.A.: Two Complementary Versions of Western 'Empires'?". In: *Symposium (Canadian Journal of Continental Philosophy / Revue canadienne de philosophie continentale)* 14: 1 (2010): 22-51.

Müller, Harald. "A Theory of Decay of Security Communities with an Application to the Present State of the Atlantic Alliance." *Institute of European Studies, UC Berkeley.* 2006. http://escholarship.org/uc/item/95n4b4sp.

Cooper, Robert. "Integration and Disintegration." *Journal of Democracy* 10.1 (1999): 8-21.

Schmidt, Helmut. "Miles to Go: From American Plan to European Union." *Foreign Affairs* 76.3 (May-Jun 1997): 213-221.

Week 4: October 15-19: EUROPEAN IDENTITY

Guiding Discussion Questions:

Is there a European identity?

Is a European identity necessary for European integration?

Activities:

Text presentations

Continue with the discussion

Texts to be Presented (up to 2 presenters per text, depending on class size):

Marcussen, Martin, Thomas Risse, Daniela Engelmann-Martin, Hans Joachim Knopf and Klaus Roscher. "Constructing Europe? The Evolution of French, British and German Nation State Identities." *Journal of European Public Policy* 6:4 (1999, Special Issue): 614-33.

Coudenhove-Kalergi, Richard. "The Pan-European Outlook." *International Affairs (Royal Institute of International Affairs 1931-1939)* 10.5 (Sep., 1931): 638-651.

Larat, Fabrice. "Present-ing the Past: Political Narratives on European History and the Justification of EU Integration." *German Law Journal* 6.2 (2005): 273-290.

Smith, Anthony D. "National Identity and the Idea of European Unity." *International Affairs (Royal Institute of International Affairs 1944-)* 68.1 (Jan. 1992): 55-76.

Shore, Cris. "Inventing the 'People's Europe': Critical Approaches to European Community 'Cultural Policy.'" *Man, New Series* 28.4 (Dec. 1993): 779-800.

ADDITIONAL TEXT (not mandatory):
Stråth, Bo. "Methodological and Substantive Remarks on Myth, Memory and History in the Construction of a European Community." *German Law Journal* 6.2 (2005): 255-271.

UNIT 3: MECHANISMS OF EUROPEAN INTEGRATION

Now that the historical background has become clearer, we will investigate the key structural elements at the core of European integration. Central themes that we will follow are defense, economy, and identity. While reviewing aspects of the historical events, we will already look towards contemporary challenges and conflicts.

Week 5: October 22-26: EUROPEAN ECONOMY & DEFENSE

Guiding Discussion Questions:

What role does economy play in European integration?

What role does defense play in European integration?

What role has America played in European integration? Is that role still relevant – has it stayed on course or changed?

Activities:

Work through the PowerPoint

Text presentations

Continue with the discussion

Materials:

PPT 4:   EU Accession and Institutions
          Integration after World War II

Texts to be Presented (up to 2 presenters per text, depending on class size):

Rappaport, Armin. "The United States and European Integration: The First Phase." *Diplomatic History* 5.2 (April 1981): 121–150.

Spaak, Paul-Henri. "The Integration of Europe: Dreams and Realities." *Foreign Affairs* 29.1 (Oct. 1950): 94-100.

Hitchcock, William I. "France, the Western Alliance, and the Origins of the Schuman Plan, 1948–1950." *Diplomatic History* 21.4 (Fall 1997): 603–630.

Kunz, Diane B. "The Marshall Plan Reconsidered: A Complex of Motives." *Foreign Affairs* 76. 3 (May-Jun. 1997): 162-170.

Lundestad, Geir. "Empire by Invitation? The United States and Western Europe, 1945-1952." *Journal of Peace Research* 23 (1986): 263-277.

Deighton, Anne. "The European Security and Defence Policy." *JCMS*: *Journal of Common Market Studies* 40.4 (2002): 719-41.

Bryan, Ferald J. "George C. Marshall at Harvard: A Study of the Origins and Construction of the 'Marshall Plan' Speech." *Presidential Studies Quarterly* 21.3 (Summer 1991): 489-502.

Week 6: October 29-November 2: INTEGRATION AND ITS DISCONTENTS

Guiding Discussion Questions:

How can integration be conceptualized?

What are current challenges to integration?

Activities:

Response Paper "European Identity" due October 29 till 8PM PT

Text presentations

Continue with the discussion

Instructions for and Advise on own Research (for Weeks 8-10 and Final)

Texts to be Presented (up to 2 presenters per text, depending on class size):

Ash, Timothy Garton. "Is Britain European?" *International Affairs* **77**.1 (2001): 1-13.

Parsons, Craig. "Showing Ideas as Causes: The Origins of the European Union." *International Organization* 56.1 (2002): 47-84.

Dietz, Antje, Thomas Dietz. "Introducing the Mosaic of Integration Theory." In: Dietz, Antje, Thomas Dietz, eds. *European Integration Theory.* Oxford: Oxford UP, 2004. 1-21.

ADDITIONAL TEXTS:
Eilstrup-Sangiovanni, Mette, ed. *Debates on European Integration.* New York: Palgrave Macmillan, 2006.

UNIT 4: CURRENT ISSUES

We will talk about contemporary issues facing the European Union and its sister institutions. These may concern further expansion of the EU, economic and political crises, or cultural questions. The primary focus of the final unit though is the presentation of student research, and the preparation (and writing) of your final paper.

Week 7: November 5-9: A GROWING UNION

Guiding Discussion Questions:

What are current issues regarding European integration?

Activities:

Work through the PowerPoint

Text presentations

Continue with the discussion

Materials:

PPT 5:   European Symbols
           Creation Identity through Common Visual Language

Texts to be Presented (up to 2 presenters per text, depending on class size):

Schimmelpfennig, Frank. "The Community Trap: Liberal Norms, Rhetorical Action, and the Eastern Enlargement of the European Union." *International Organization* 55.1 (Winter 2001): 47-80.

Grabbe, Heather. "European Union Conditionality and the 'Acquis Communautaire.'" *International Political Science Review / Revue internationale de science politique* Vol. 23.3 "Enlarging the European Union: Challenges to and from Central and Eastern Europe. L'élargissement de l'Union européenne" (Jul. 2002): 249-268.

Krol, Marcin. "A Europe of Nations or a Universalistic Europe?" *International Affairs (Royal Institute of International Affairs 1944-)* 66.2 (Apr. 1990): 285-290.

Wagner, Gerhard. "Nationalism and Cultural Memory in Poland: The European Union Turns East." *International Journal of Politics, Culture, and Society* 17.2 (Winter 2003): 191-212.

Week 8: November 12-16: OWN RESEARCH

Activities:

Present your own research

Continue with the discussion

Week 9: November 19-23: OWN RESEARCH (THANKSGIVING WEEK)

Activities:

Present your own research

Continue with the discussion

Week 10: November 26-30: OWN RESEARCH (DEAD WEEK)

Activities:

Present your own research

Continue with the discussion

Week 11: December 3-7: PAPER DONE (FINALSWEEK)

Activities:

Send in Final Research Paper by Monday, December 3, 8 PM PT

9.   Appendix I: Presentation Guidelines

9.1.   When Introducing a Text

These questions need not be answered in that order or that directly – but these issues should be addressed or be kept in mind.
-          What is it about?
-          Who is the author? (relevant if important person of history, but no extended biographies in presentation)
-          What is the context?
-          How is it written?
-          What is the line of argument?
-          How was it perceived? What has it achieved? (relevant if this text is a historical source or has had a deep impact on a field of research)
-          own evaluations

9.2.   WHEN PRESENTING YOUR OWN ANALYSIS OR ARGUMENT

These questions need not be answered in that order or that directly – but these issues should be addressed or be kept in mind.
-          Be transparent: name your sources, provide a handout with a bibliography and a structure of your presentation.
-          Provide a clear line of argument
-          Prefer analysis over opinion and personal experiences
-          Be clear about what is your own analysis, and what is someone else's.

9.3.   GENERAL PRESENTATION RULES (FOR ORAL PRESENTATIONS)

-          Everybody is nervous. EVERYBODY.
-          Everybody makes mistakes.
-          Preparation always helps.
-          Practice.
-          A seminar presentation is supposed to help you to learn.

CONTENT
-          The presentation is not about you.
-          It is about the content.

STRUCTURE
-          You are *communicating*, not talking at somebody.
-          Make sure you do everything to get your message across in the short time you have.

-          Tell them what you're about to tell them.
-          Tell them.
-          Tell them what you've just told them.

-          Intelligent redundancy is good.
-          Patronizing is bad.

MODES OF PRESENTING
- Do what you feel is most comfortable to you.
- Talk loudly and clearly.
- Make eye contact as much as possible.

Reading out a written text:
- pro: safety, you tend to forget less, you can formulate better
- contra: inflexible, less communicative

Speaking freely (without notes):
- pro: flexible, can adapt to audience quickly, communicative
- contra: needs experience, you may forget things, imperfect formulations
- you may compensate with a handout

Speaking freely with notes
- best of both worlds
- you may even write an introduction & a closing to read out

TIME
- Time yourself. You have limited time allotted. Test out your presentation beforehand; then add 2-3 minutes. You will always take longer than planned.
- Provide a handout collating your most important findings, central quotes, a bibliography, and your contact information. If you forget to say something important in the presentation, it'll be there.

TECHNOLOGY
- Use technology only if necessary.
- Only use technology that you know how to handle.
- Be sure to have reliable equipment. If possible, bring your own computer. Apple computer owners: bring an adapter cable for VGA.
- Make backups of your presentation. Make a backup of the backup.
- Be only as fancy as absolutely necessary. Anything flashy that distracts from your message can go.
- Sometimes, a blackboard is enough.
- A paper handout may substitute or supplement a visual presentation. It gives people something to take away.
- Be prepared for tech to break down.

ATTIRE
- Look professional. This is work, it should look like that.
- Respect your audience.
- There will always be a question from the audience you won't like. Be cordial. Admit if you don't know something, promise to get back with more information.

- Know how to react: "Never answer the question that is asked of you. Answer the question that you wish had been asked of you." (Robert S. McNamara, *The Fog of War*, 87:11-87:19)

REMEMBER MURPHY'S LAW
- Nothing is as easy as it seems.
  Everything takes longer than expected.
  And if something can go wrong it will,
  at the worst possible moment.

- Well, hopefully not. But be prepared anyway. Good luck!

10.   Appendix II: Citation Guide MLA

You can use MLA or APA style for citations, see: owl.english.purdue.edu/owl/resource/560/01.
The major rules are summarized here, as follows:

Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with squared brackets to distinguish them from possible (round) brackets within the quotation:

    "*Falling Down* is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy 2000: 122)

Bibliographical reference in parentheses (Author Year: Page):

    Blabla blabla (Soja 1989: 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

    Blabla blabla (Soja 1989a: 37).
    Blabla blabla (Soja 1989b: 1).

Footnotes should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

For articles in collective volumes:

Name, First Name. "Article". In: Name, First Name, ed. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g.   Kennedy, Liam. "Paranoid Spatiality: Postmodern Urbanism and American Cinema." In: Balshaw Maria, Liam Kennedy, eds. *Urban Space and Representation.* London: Pluto, 2000. 116-30.

 (use ed. for one Editor, eds. for multiple Editors)

For articles in journals or magazines:

Name, First Name. "Article". Name, First Name. *Magazine Title*. Magazine Number (Year): Pages.

e.g.   Foucault, Michel. "Of Other Spaces." *Diacritics* 16.1 (1986): 22-27.

For monographs:

Name, First Name. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g.   Soja, Edward. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso, 1989.

For internet articles: Name, First Name. "Article." *Main Web Site Title*. URL. Retrieved MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g.   Edmunds, R. David. "The US-Mexican War: A Major Watershed." *PBS.* pbs.org/kera/usmexicanwar/war/major_watershed.html. Retrieved 09/01/2009.

e.g.   World Health Organization (WHO). *Active Ageing: A Policy Framework*. Geneva: WHO, 2002. who.int/ageing/publications/active/en. Retrieved 08/25/2011.

11.   Appendix III: Citation Guide APA

You can also use APA style for citations, see:

http://owl.english.purdue.edu/owl/resource/560/01

http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm

12.   Students with Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible (use email for this class), no later than the first week of the term. In order to arrange alternative testing the student should make the request at least one week in advance of the test. Students seeking accommodations should be registered with the Office of Services for Students with disabilities.