

POSC 3750 EUROPEAN INTEGRATION – V2

FALL 2022

Meeting Times: Tuesday/Thursday 9:30-10:45am

Modality: Fully in-person

Location: 228 Long Hall

PROFESSOR: Dr. Amber Curtis

EMAIL: acurti2@clemsun.edu¹

PHONE: 864-656-0123

OFFICE: 230-C Brackett

OFFICE HOURS: Tues & Thurs 12:30-1:30pm

& by appointment²

****It is highly recommended that students have passed POSC 1020
and/or POSC 1040 prior to taking this course.****

COURSE DESCRIPTION: Though most people today know of the European Union’s (EU) existence, an important underlying question remains: what is it, exactly? Is it another intergovernmental organization—like the United Nations (UN) or North Atlantic Treaty Organization (NATO)—where individual nation-states group together to achieve a common overarching objective? Is it an up-and-coming nation-state—a soon-to-be “United States of Europe”—currently undergoing a process similar to the United States’ historical experience of unifying thirteen colonies into one sociopolitical entity? Is it a futuristic model of regional or even global governance, hinting at what a world beyond nation-states will look like? Is it a stand-alone polity in its own right, or simply a political tool used by national governments to achieve their own objectives? Could it be parts of all the above? And, most importantly, is it on the brink of failure and dissolution due to recent threats like the financial crisis, migrant crisis, Brexit, Covid-19, etc.?

There are no clear answers. The EU has been different things at different times, and continues to represent different ideals to different people today. Despite its uncertain future, present challenges should not preclude a deep appreciation for all that the EU has already accomplished. Therefore, the primary objective of this course is to provide students with the instruction and resources necessary to determine for themselves “the nature of the beast.” What is the EU? *Who* is the EU? Where has it come from? Where is it going? What does it do? Why is it important? By evaluating the characteristics and contributions of the EU in comparative context, students will better understand the EU’s cutting-edge role in world politics, economics, and culture.

This course takes a multidisciplinary approach weaving together perspectives from history, cultural anthropology, economics, social psychology, and political science—as well as an interactive and investigatory one in which students actively engage in the learning process. While a thorough knowledge of the EU requires a foundational description of EU treaties, structures, and procedures, a good portion of this course will then delve into the symbiotic relationship between the EU and the over 500 million citizens living within its borders. What do they think of the EU? What opportunities do they have to get involved? When, why, and how does public opinion matter? How have identities and opinions changed over time, especially given enlargement, immigration, and the resulting demographic shift? How do these patterns vary across individuals and member

¹ Email is the best way to get ahold of me. Always allow up to 48 hours for a response.

² Drop by anytime within this window; no appointment is necessary and students are received on a first-come, first-served basis. Everyone should plan to come to office hours *at least once* during the semester! Please note that office hours may change some weeks due to faculty meetings and other conflicting obligations.

states? This additional angle will provide students with more comprehensive insight into contemporary EU affairs.

OBJECTIVES: Through active engagement in class, students will:

- Familiarize themselves with the history, institutions, accomplishments, and challenges surrounding the EU
- Compare the EU to other worldwide phenomena in order to determine whether it is *sui generis*, a model for other regional integration endeavors to emulate, or something else
- Develop practical, transferrable skills such as reading comprehension, critical thinking, analytical research, and persuasive writing
- Cooperate and communicate with one another to share knowledge and expertise
- Recognize where the course material fits into scholarly dialogue and analyze strengths/weaknesses within an argument
- Situate current events within their broader historical and theoretical contexts
- Identify applicability of course material to personal interests and real-world events
- Learn to differentiate between extrinsic and intrinsic motivations/value/etc.
- Cultivate a strong sense of personal responsibility and the associated pride that results from setting clear goals, being challenged beyond comfort and pushed to excel, overcoming “obstacles”, and truly *earning* the outcome they receive

CRITICAL THINKING: This course is part of the Clemson Thinks² (CT2) program and, as such, is designed to not only convey the necessity and utility of thinking critically, but also to improve students’ critical thinking abilities to make them independent thinkers, judicious consumers, attractive employees, and effective world citizens. To this end, we will clearly delineate what critical thinking means and students will complete multiple assignments to refine their personal critical thinking skills. (These assignments will then comprise a series of artifacts demonstrating their CT proficiency.)

REQUIRED READING: You will need the following ASAP...

- Cini, Michelle, and Nieves Perez-Solorzano Borrigan. 2022. *European Union Politics*. 7th Edition. New York: Oxford University Press. ISBN 9780198862239. → **hereafter “C&B”**
- Other assigned readings accessible online and/or through Canvas
- Keep up with a reputable news source of your choice (recommended: *BBC News*, *The Economist*, *The Wall Street Journal*, etc.)

STUDENT RESPONSIBILITIES: Personal responsibility is imperative. All readings and assignments should be done before class time on the day they are listed to facilitate lecture and discussion. Please check Canvas and your Clemson email daily for important updates and announcements, as you will be accountable for all information transmitted via these electronic resources. Everyone is expected to come to class, pay attention, take good notes, participate actively during class discussions, be courteous to others, and seek immediate help as needed. In addition, a significant portion of this course entails group work, requiring you to communicate clearly and often with fellow students.

GRADE COMPONENTS: The course is structured as follows:

Attendance & Participation (5%)

I will take attendance every day and calculate this grade simply as the percentage of days at student attended divided by the total number of days we had class. I do not need to know why you are gone; come to office hours and/or utilize fellow classmates to review what you missed. Only legitimate, officially documented, and University-approved absences will be excused. And note well: **It is impossible to do well without being actively engaged. Missing even a single class and falling behind in the reading can have an extremely detrimental effect on your final course grade via its impact on your comprehension of the course material.** Preparation and participation are critical as the course builds cumulatively upon all earlier material.

Exams (70%)

There will be two closed-book midterms and a cumulative final exam. Midterm I (date TBD; worth 15%) will cover material from Parts I-III of the course. Midterm II (date TBD; worth 20%) will cover parts IV & V of the course. The final exam (worth 35%) will take place at the university-scheduled date and time (Wednesday, December 14th from 8:00–10:30am) over everything we cover this semester. Exams may only be made up in the rare event of a legitimate, University-approved, and appropriately documented circumstance.³

Group Policy Brief Project (25%)

Students will work in small groups to create a portfolio profiling what they argue to be the most important issue currently facing the EU and outlining a specific policy recommendation for how the EU should address it. Groups will then present their findings and argument to the class, as well as submit an official written exposé due on the day of their presentation. (More detailed instructions to follow.) To help students coordinate their efforts, there will be several “Group Work Days” where groups are expected to use class time to work on the project together in place of normal lecture. Final project due date and group presentations TBD, however note that given the closeness between project submission and the end of class, students will not know this aspect of their grade before the final exam!

ULTIMATE GRADE BREAKDOWN:

- Attendance & Participation – 5% (BUT ESSENTIAL TO PASS THE CLASS)
- Midterm I – 15%
- Midterm II – 20%
- Group Policy Brief Project – 25%
- Cumulative Final Exam – 35%

GRADING POLICY: This is a letter-graded course. At the very end of the semester, grades ending in .5 to .9 will be rounded up to the nearest whole number; those below .5 will not be.

- 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

³ Per University policy, makeup exams may require an official *documented* excuse. Note also the Undergraduate Class Regulations: “In the event of an emergency, the student should make direct contact with the course instructor, preferably *before* a class or an exam takes place. It is the student’s responsibility to secure documentation of emergencies, if required. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor.”

CLASSROOM POLICY: It should go without saying that students are to adhere to proper and respectful conduct during class, particularly if/when sensitive material is presented and/or conflicting opinions arise.

BEWARE: Succumbing to the temptation to “multi-task” by checking social media or browsing the internet during class time will have a severely negative impact on your grade. I highly, *highly* recommend you put all electronic devices away and take only handwritten notes instead.

EXAM POLICY: Exams may only be made up under extreme circumstances and require appropriate documentation presented to the instructor prior to the date of absence. In cases where advance notification is not feasible (e.g. unanticipated illness, accident, or emergency) documentation must be provided upon return to class. For illness, documentation should include an official note from a doctor or clinic. If the instructor approves a make-up exam, it must then be taken within one week of the original test date listed in the syllabus, except under extreme circumstances approved by the instructor.

CANCELLATION POLICY: If, for some reason, I am more than ten minutes late to class, a volunteer student should call the main Political Science office (864-656-3233) for an update or check with the POSC office staff in 232 Brackett. If class or office hours need to be cancelled unexpectedly, I will send an email and post a notice on Canvas in advance. In the event of inclement weather or power outages, we will follow the University’s protocol as follows: “Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather related cancellation.”

ACCESSIBILITY POLICY: Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let me know within the first two weeks of class, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing studentaccess@lists.clemson.edu. Students who have accommodations are strongly encouraged to request, obtain and send these to their instructors through the AIM portal as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. More information is available at <https://www.clemson.edu/academics/studentaccess/index.html> and the Accessibility Portal <https://www.clemson.edu/accessibility/access/accommodations-services.html>.

EXTENDED TIME ON EXAMS: Note that if your documented accommodations include extended time on exams, it is your responsibility to *complete* your exam with the University Testing and Education Center (UTEC) **at or before the exact same time as the in-class exam is given**. See <https://www.clemson.edu/academics/studentaccess/test-center.html> to sign up and note that the UTEC recommends students make these arrangements *at least* 5 business days in

advance of the test date—and even earlier for the final exam.

COMMITMENT TO DIVERSITY (AKA TITLE IX POLICY): Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This [Title IX policy](#) is located on the Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

ACADEMIC INTEGRITY POLICY: Violations of academic honesty, including cheating or plagiarism, are unacceptable and will be seriously prosecuted. Plagiarism includes—but is not limited to—borrowing ideas and paraphrasing them within a paper without properly citing them, copying passages directly from sources without enclosing them in quotation marks, purchasing or stealing another person’s paper to turn in, or having someone else write an assigned paper. Note that I also consider plagiarism to include submitting your own identical work for more than one assignment or course (aka “double dipping” or “self-plagiarism”) without prior approval from both instructors. I highly recommend that you review the “Plagiarism Packet” posted in the “Resources” folder on Canvas, as well as the plethora of information on Clemson Library’s “Avoiding Plagiarism” website.⁴ If you have any further questions, you should consult Clemson University’s current Undergraduate Announcements catalog for information on rules and regulations related to academic integrity. If you have any doubt about what is or is not permissible, ask first.

Clemson University’s official statement on academic integrity is as follows: “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” See <https://www.clemson.edu/academics/integrity/> for more information.

EMERGENCY PREPAREDNESS: Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson University Police Department. See <https://www.clemson.edu/cusafety/index.html> for more information.

⁴ <http://clemson.libguides.com/AvoidingPlagiarism>

FAQ's

Are you an easy professor?

Absolutely not. That said, I *love* teaching and am committed to helping students learn not only the material, but life-long skills they can apply far beyond the classroom. My teaching philosophy involves challenging students to grow beyond their comfort zones so that they realize the pride that comes from doing things they didn't previously believe possible. As invested as I am in all my students' success, they must take personal responsibility for whatever outcome they obtain in this course.

How many students typically receive an "A" in this course?

Given the difficulty and high expectations of this course, most semesters no more than 10-15% of students receive an "A" grade.

How much time should I expect to spend on this course?

This is a 3-credit hour course. That means that for every hour you spend in class, you should expect to spend another three or more outside of it.

What would you recommend I do to be successful?

Beyond full attendance and engagement, you must come to class prepared each day having done all necessary assignments and readings. More importantly, it is crucial that you meet with me during office hours to clarify questions, get additional help if necessary, and keep me apprised of how things are going for you. I highly, *highly* recommend you treat this (and all your courses) as your job: have a set time and location that you routinely prepare and study so that not only get in the habit of doing the work, but also have more definitive boundaries to protect your *non-work* time.

What are office hours and how do they work?

Office hours are a first-come, first-served opportunity for private 1:1 interaction between the student and professor. The structure of these meetings is very informal and you do not even need a specific reason to schedule an appointment. (However, if you do have questions or concerns, then it's all the more important you reach out to set up a meeting.)

What should I do if I'm sick?

I do not need to know that you are sick unless it interferes with your ability to complete assignments on time or take the regularly-scheduled exams. In that case, you must email me (not just rely on the Notification of Absence system!) AND an official doctor's note (or equivalent) is required to be able to make up anything that was missed. To the best of your ability, please notify me well in advance of due dates and exam times so that we can accommodate your needs. Any assignments or exams missed must be made up within a week of the original due date unless a specific situation precludes it.

Do you offer extra credit?

I do not. Students are expected to do what it takes to do well from the beginning and to immediately seek help from me if they do not believe their performance on assessments reflects their true knowledge/capability. While I am looking for overall improvement during the course of the semester, the percentages each assessment is weighted already

take into account the fact that students should progress in their comprehension of course material over the full semester.

Why do you assign a group project?

Knowing how to work well with others is an essential life skill. Furthermore, two+ heads are always better than one! The policy brief project is an extremely in-depth, comprehensive assignment that is best broken up among multiple individuals so they can divide the labor while producing an even better quality product than they could have achieved on their own.

What if I run into problems with my group while working on the group project?

The life skills acquired from working in a group will benefit you long after the course ends. While it is extremely rare for major issues to arise, the challenges of coordinating different schedules, making space for all voices to be heard, accommodating different learning preferences and preferred project completion timeframes, deciding on a final course of action, equitably distributing work, etc. are both real and to be expected. If other, more serious problems occur then please first work amongst yourselves to resolve the conflict in as “adult” a manner as possible. If the group remains at an impasse or you think there is more that I should know, then of course please bring that to my attention and I will intervene as needed.

What is ‘critical thinking’ and why is it emphasized in this course?

The Oxford Dictionary defines critical thinking as, “The objective analysis and evaluation of an issue in order to form a judgment.” This skill is important not only because political science requires the non-biased application of the scientific method in an attempt to isolate generalizable explanations of political phenomena, but also because it equips students to be more critical consumers of information, more inquisitive decision makers in both their personal and professional lives, and better citizens at both the national and global levels.

CLASS SCHEDULE & ASSIGNMENTS

(Subject to change. Please check Canvas & your Clemson email daily for important updates! Make sure to do the readings specified *ahead* of class for that day, even if the indicated topic du jour doesn't necessarily match up with the associated reading. Reminder: "C&B" = Cini & Borragan. Anything else not on Canvas must be accessed through Google Scholar and/or the Clemson Library.⁵)

PART I: BACKGROUND

Day 1: Thursday, August 25th – Introduction & Overview

- Review syllabus, Canvas webpage, Plagiarism Packet
- Make sure you've got the textbooks ASAP

Day 2: Tuesday, August 30th – Origins of the EU

- Last day to register or add a class and declare Audit or Pass/No Pass*
- Read:
 - C&B Chp. 1 "Introduction"
- Ponder:
 - How did the last few centuries create the demand for European integration? Why was the idea of a united Europe appealing?

Day 3: Thursday, September 1st – Timeline & Evolution of European Integration

- Read:
 - C&B Chapter 2 "The European Union: Establishment and Development"
 - Menon "The Paradox of Integration" (on Canvas)
- Ponder:
 - How has European integration progressed over time? What are the important dates, events, treaties, countries, and actors involved in the process of European integration?

Day 4: Tuesday, September 6th – GROUP PROJECT WORK DAY #1 (no class or office hours)

- Last day to drop a class or withdraw from the University without a W*

Day 5: Thursday, September 8th – Evolution of the EU, Cont'd

- Read:
 - C&B Chapter 3 "Carrying the EU Forward: The Era of Lisbon"

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⁵ Make sure you are either accessing the articles from campus using the *Eduroam* network or, if working off campus, that your Clemson VPN is turned on. For more information, see http://www.clemson.edu/ccit/get_connected/vpn/.

PART II: THEORETICAL FRAMEWORK

Day 6: Tuesday, September 13th – Theories of Integration

- Read:
 - Bache, Ian, Simon Bulmer, Stephen George, and Owen Parker. 2015. “Theories of European Integration.” In *Politics in the European Union*. Fourth edition. New York: Oxford University Press, 1-23. **(on Canvas)**
- Recommended:
 - C&B Chapter 4 “Neo-functionalism”
 - C&B Chapter 5 “Intergovernmentalism”
- Ponder:
 - What are the various theories that have been put forth by scholars in an attempt to explain European integration? What are the main tenets of each theory? How do the theories relate to or challenge one another?

PART III: POLITICAL INTEGRATION

Day 7: Thursday, September 15th – EU Institutions & Policymaking

- Read:
 - C&B Chapter 10 “The European Commission”
- Recommended:
 - C&B Chapter 11 “The European Council and the Council of the European Union”
 - C&B Chapter 12 “The European Parliament”
- Ponder:
 - What are the “main 3” institutions of the European Union? How do they each work?

Day 8: Tuesday, September 20th – EU Institutions & Policymaking, Cont’d

- Read:
 - C&B Chapter 16 “Policy-making in the European Union”
- Ponder:
 - What does the EU policymaking process look like? What are the different kinds of laws and policies the EU can make? Who gets to propose versus approve new laws? Over what kinds of policy areas does the EU have more versus less competence?

Day 9: Thursday, September 22nd – EU Enlargement

- Read:
 - C&B Chapter 18 “Enlargement”
- Ponder:
 - What are the various ‘waves’ of European integration? Which countries joined in each wave? What makes the 5th wave unique?

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Day 10: Tuesday, September 27th – GROUP PROJECT WORK DAY #2 (no class or office hours)

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Day 11: Thursday, September 29th – Catch-Up Day/Review for Midterm

- Read:
 - Epstein, Rachel A., and Wade Jacoby. 2014. “Eastern Enlargement Ten Years On: Transcending the East-West Divide?” *Journal of Common Market Studies* 52: 1-16. (find on Google Scholar; make sure you have your Clemson VPN on)
- Ponder:
 - Is enlargement (aka ‘widening’ of the EU) a good or a bad thing? Why?

Day 12: Tuesday, October 4th – MIDTERM 1 EXAM

PART IV: ECONOMIC INTEGRATION

Day 13: Thursday, October 6th – Economic & Monetary Union (aka, “the Euro”)

- Read:
 - C&B Chapter 22 “Economic and Monetary Union”
- Recommended:
 - C&B Chapter 20 “The Single Market”
- Ponder:
 - What is an ‘optimum currency area’? Why did EU members want to create a common currency? How did the euro come about? Who is (and is not) a eurozone member?

Day 14: Tuesday, October 11th – Europe’s Financial Crisis

- Read:
 - Prokopijević, Miroslav. 2010. “Euro Crisis.” *Panoeconomicus* 3: 369-384. (on Canvas)
 - Harari, Daniel. 2014. “Causes of the Eurozone Crisis: A Summary” (on Canvas)
- Recommended:
 - C&B Chapter 25 “The Euro Crisis and European Integration”
- Ponder:
 - What is the difference between monetary and fiscal policy? How did the events of the early 2000’s lay the groundwork for the financial crisis? What was the direct catalyst that plunged Europe into financial despair? Which countries were most affected and why?

Day 15: Thursday, October 13th – Europe’s Financial Crisis, Cont’d

- Read:
 - Höpner, Martin, and Mark Lutter. 2018. “The Diversity of Wage Regimes: Why the Eurozone is Too Heterogeneous for the Euro.” *European Political Science Review* 10(1): 71-96. (on Canvas)
 - Greenspan, Alan. 2011. “Europe’s Crisis is All about the North-South Split.” *Financial Times*, 6 October. <https://www.ft.com/content/678b163a-ef68-11e0-bc88-00144feab49a> (on Canvas)



- Recommended:
 - De Grauwe, Paul. 2011. “Only A More Active ECB Can Solve the Euro Crisis.” *Centre for European Policy Studies*. <https://www.ceps.eu/publications/only-more-active-ecb-can-solve-euro-crisis> (on Canvas)
- Ponder:
 - What are the various causes of the crisis? What were/are the proposed solutions?

Day 16: Tuesday, October 18th – NO CLASS (AT-HOME MOVIE INSTEAD)

- Watch the entire *BBC* documentary, “The Great Euro Crisis”, in place of class: <https://www.youtube.com/watch?v=ICzsBPRk7O4> (59:02).

PART V: PUBLIC OPINION & POLITICAL BEHAVIOR

Day 17: Thursday, October 20th – Citizen Support for European Integration

- Read:
 - C&B Chapter 15 “Citizens and Public Opinion in the European Union”
- Recommended:
 - Hooghe, Liesbet, and Gary Marks. 2005. “Calculation, Community and Cues: Public Opinion on European Integration.” *European Union Politics* 6(4): 419-443. **(find on Google Scholar; make sure you have your Clemson VPN on)**
- Ponder:
 - Why is public opinion towards the EU important? How do scholars measure ‘EU support’? What is Euroscepticism? What kinds of factors explain both individual and cross-national variation in citizen support?

Day 18: Tuesday, October 25th – EU Engagement

- Read:
 - Hix, Simon, and Michael Marsh. 2007. “Punishment or Protest? Understanding European Parliament Elections.” *Journal of Politics* 69(2): 495-510. **(find on Google Scholar; make sure you have your Clemson VPN on)**
 - Hobolt, Sara B., and Catherine de Vries. 2016. “Turning Against the Union? The Impact of the Crisis on the Eurosceptic Vote in the 2014 European Parliament Elections.” *Electoral Studies* 44: 504-514. **(find on Google Scholar; make sure you have your Clemson VPN on)**
- Ponder:
 - What are first-order versus second-order elections? What opportunities do citizens get involved in EU affairs? What has turnout in EP elections looked like over time and why is this important?

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Day 19: Thursday, October 27th – Democratic Deficit

- Read:
 - C&B Chapter 9 “Democracy and Legitimacy in the European Union”
- Ponder:
 - What does it mean to be ‘democratic’? How democratic should the EU be? How democratic is it now versus in the past?

Fri 10/28: Last day to drop a class or withdraw from the University without a final grade

Day 20: Tuesday, November 1st – Catch-Up Day/Review for Midterm

- Read:
 - Follesdal, Andreas, and Simon Hix. 2006. “Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik.” *Journal of Common Market Studies* 44(3): 533-562. **(find on Google Scholar; make sure you have your Clemson VPN on)**
 - Moravcsik, Andrew. 2002. “In Defense of the Democratic Deficit: Reassessing Legitimacy in the European Union.” *Journal of Common Market Studies* 40(4): 603-624. **(find on Google Scholar; make sure you have your Clemson VPN on)**
- Ponder:
 - Is the EU’s ‘democracy deficit’ a problem—or not? Why?

Day 21: Thursday, November 3rd – MIDTERM II EXAM

Tuesday, November 8th – FALL BREAK (no class or office hours)

Day 22: Thursday, November 10th – GROUP PROJECT WORK DAY #3 (no class or office hours)

Day 23: Tuesday, November 15th – European Identity

- Read:
 - Fligstein, Neil, Alina Polyakova, and Wayne Sandholtz. 2012. “European Integration, Nationalism and European Identity.” *Journal of Common Market Studies* 50(1): 106-122. **(find on Google Scholar; make sure you have your Clemson VPN on)**
 - Ceka, Besir, and Aleksandra Sojka. 2016. “Loving It but Not Feeling It Yet? The State of European Identity After the Eastern Enlargement.” *European Union Politics* 17(3): 482-503. **(find on Google Scholar; make sure you have your Clemson VPN on)**
- Ponder:
 - What are the various ways in which EU citizens may identify? Why is a superordinate identity desirable? What does it mean—and therefore require—to be ‘European’? What explains why some people see themselves as exclusively national versus inclusively European?

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Day 24: Thursday, November 17th – Immigration Attitudes & Policy

- Read:
 - C&B Chapter 26 “The Migration and Refugee Crisis”
 - Toshkov, Dimiter, and Elitsa Kortenska. 2015. “Does Immigration Undermine Public Support for Integration in the European Union?” *Journal of Common Market Studies* 53(4): 910-925. (find on Google Scholar; make sure you have your Clemson VPN on)
- Recommended:
 - Dancygier, Rafaela M. 2010. “Conclusion.” In *Immigration and Conflict in Europe*. New York: Cambridge University Press, 292-298. (on Canvas)
- Ponder:
 - What’s the difference between emigration and immigration? Why is this important? What explains variation in public opinion towards immigration? Why does the EU need immigrants?

PART VI: CULTURAL (DIS)INTEGRATION

Day 25: Tuesday, November 22nd – GROUP PROJECT WORK DAY #4 (no class or office hours)

Thursday, November 24th – THANKSGIVING BREAK (no class or office hours)

Day 26: Tuesday, November 29th – Immigration Attitudes & Policy, Cont’d

- Read:
 - Betts, Alexander. 2016. “The Elephant in the Room: Islam and the Crisis of Liberal Values in Europe.” *Foreign Affairs* (on Canvas)
 - Park, Jeanne. 2015. “Europe’s Migration Crisis.” *Council on Foreign Relations*. <http://www.cfr.org/refugees-and-the-displaced/europes-migration-crisis/p32874#share> (on Canvas)
 - “Europeans Fear that Refugee Influx Raises Terror Threat.” *Euractiv.com*. July 12, 2016. Find online at: <http://www.euractiv.com/section/elections/news/europeans-fear-that-refugee-influx-raises-terror-threat/>
- Ponder:
 - How did the EU’s migration crisis unfold? What were various countries’ reactions to it? Who were the main groups of immigrants coming into the EU? Why did this matter? How able were policymakers to address the migration crisis at the EU level? Why?

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Day 27: Thursday, December 1st – Brexit

- Read:
 - C&B Chapter 27 “Brexit”
- Recommended:
 - Cameron, David. 2013. “Britain and the EU.” Speech given at Bloomberg, London, January 26. <https://www.gov.uk/government/speeches/eu-speech-at-bloomberg> **(on Canvas)**
 - Menon, Anand. 2016. “Uniting the United Kingdom: What Comes After Brexit.” *Foreign Affairs* **(on Canvas)**
- Ponder:
 - What ‘caused’ Brexit? How did the events of Brexit transpire? Who was more likely to vote ‘leave’ versus ‘remain’? What happened *after* the Brexit referendum? Where does the UK stand now?

Friday, December 2nd - GROUP PROJECTS DUE TO CANVAS BY 5:00PM

Day 28: Tuesday, December 6th – GROUP PRESENTATIONS

- COMPLETE COURSE EVALUATIONS ON CANVAS

Day 29: Thursday, December 8th – The Future of the EU

- LAST DAY OF CLASS
- Read:
 - C&B Chapter 29 “The Future of the EU”
- Recommended:
 - Menon, Anand. 2008. “Europe’s Unlovable Union.” In *Europe: The State of the Union*. Atlantic Press, p. 247-252. **(on Canvas)**
 - Hooghe, Liesbet, and Gary Marks. 2008. “European Union?” *West European Politics* 31(1-2): 108-129. **(find on Google Scholar; make sure you have your Clemson VPN on)**
- Ponder:
 - Where does the EU go from here? What does the future of European integration look like?

Wednesday, December 14th from 8:00-10:30am – CUMULATIVE FINAL EXAM

**PLEASE REMEMBER TO EMAIL ME ASAP
WITH ANY QUESTIONS OR CONCERNS!**

Looking forward to a great semester,
Dr. Curtis