INEU 101-01: Introduction to Europe
Spring 2017

Instructor: Dr. Max Kovalov  
E-mail: kovalovm@cofc.edu  
Class time: TR 1:40pm-2:55pm  
Classroom: RSS 106

Office: 284B King St., Room 303  
Office hours: TR 10:45am-11:45am and by appointment. Please email me to schedule a meeting.

Course description and objectives
INEU 100 is the introductory course for the European concentration of the International Studies Major. It is one of four classes in the major (the other three being INTL 100, INTL 350 and INTL 495) offered directly by the International Studies Program. European countries face a number of challenges to their institutions and identities. These include immigration and the calls to reexamine the nature of citizenship and belonging of minorities; economic pressures of the common currency; the processes of integration and disintegration of the European Union; the memories of the communist and nationalist past. This course will introduce students to major themes in European politics, history, economics, and culture. We will read a wide range of texts from political science and economics to anthropology, geography, sociology, and cultural studies. Once you have finished reading this syllabus please email me the photo of your favorite character from the Game of Thrones series with the subject line “Winter is coming.” If you have no favorite characters or have not read the books or watched the series email me the photo of Alf with the subject line “It’s Alf” (do online search).

By the end of the course students will have a general familiarity and understanding of the following developments:

- the ways in which Europeans define their politics, culture, and society.
- central debates on European liberalism, fascism, socialism, and social democracy.
- the issues of citizenship, minorities, and discrimination in European countries
- challenges and opportunities of the European integration.

The specific learning objectives are:
1. Demonstrate the ability to think critically about European issues by preparing a presentation on current events in a selected European country
2. Recognize and explain via oral and written assignments alternative narratives of European boundaries
3. Demonstrate the ability to take a clear position on a controversial issue and explain European outcomes by engaging in in-class debates.
4. Understand the influence of European ideas and political movements
5. To explore and understand the challenges and opportunities of European integration by identifying a research question based on independent research and preparing a review of the relevant literature

Expectations and Evaluation

1) Attendance and participation.
Attendance is required. After four unexcused absences I reserve the right to drop you from the roster.
This is mostly a lecture-based course but it will require active student participation during class periods.
Students will be engaged in class discussions, group work, and short presentations. Students are expected to read the assigned material prior to each class and be ready for active participation in discussions. Please set up an appointment with me to discuss readings strategies if you read the material but can’t retain it.

Participation grading rubric:
0 – You did not attend class and/or used a cell phone/tablet/computer
1 (F) – You arrived substantially late and/or did not participate in class,
2 (C) – You arrived on time, but were distracted during much of the lecture, did not participate in the discussion, and didn’t demonstrate that you had completed the readings.
3 (B) – You took notes through most of the class, participated in the discussion, and demonstrated that you completed the reading assignments.
4 (A) – You asked informed questions about the readings, took notes throughout class, participated in the discussion, and demonstrated that you completed the reading assignments.

2) **Quizzes**
Reading quizzes will be offered periodically throughout the semester.

3) **Current event discussions**
During the first week of the semester each student will select one European country and will then follow current events in this country. Each student will give a 5-minute presentation on current events in the selected country. Students may report on cultural, political, economic, social developments or relations with other countries. It’s not only important to describe what happened but also to explain how and why this matters. You will be expected to have an in-depth knowledge of a recent event or phenomena rather than just a headline, so be prepared to describe and explain what happened and why (remember 5-Ws: who, where, when, what, and why). Avoid using tabloids or random websites. Instead, use one or several major sources - newspapers or magazines suggested below. Choose an interesting and detailed report more than 500 words (1 typed page). If you got this far reading the syllabus, please email me the photo of your favorite European city with the subject line “It’s Europe!”

The New York Times  
Washington Post  
The Economist  
Radio Free Europe  
The Moscow Times (Russia)  
Der Spiegel (Germany)  
Al Jazeera

Be ready for questions from other students. Use the following checklist to prepare for this assignment:
- Is my report based on a topic from a major newspaper?
- Did I explain why the topic is interesting and/or important?
- Is the topic/phenomenon clearly stated and explained?
- Did I cover the 5-Ws (who, where, when, what, and why)?
- Did my report focus on one topic or did I give an overview of several topics without providing depth?
- Am I reading from my notes? (hint: you can consult your notes but don’t read them).

**Participation grading rubric:**
0 – You did not do the assignment
1 (F) – You used a tabloid media source to prepare your report, and/or used an article under 500 words.
2 (C) – Your report was not clear and poorly organized, and/or it had little to do with your assigned country.
3 (B) – You delivered a good report but missed one or more of 5-Ws (who, where, when, what, and why), and/or didn’t explore the “so what” question.
4 (A) – You used authoritative media source(s), delivered an informed report on the issue, considered the “so what” question, and tried to link the report to the course material

4) **Paper proposal + annotated bibliography**
This assignment prepares you for the literature review (see above). A 1-page description of the topic **must be submitted by March 3** in class and uploaded to Dropbox via OAKS. This description should clearly state:

a. Your research question or puzzle;
b. The cases (countries) you examine;
c. The importance of the research question.
d. An annotated bibliography. See an example in OAKS under Content.
5) Literature review

You need to pick a topic of interest, come up with a research question, and examine the literature on this topic in one or more European countries in a 6-7-page paper. How has different literature addressed the research question you are asking? Has this topic been studied in another regional context? Why is this question important? You can treat this as a 6-7-page paper. You may develop a research topic as you read the weekly assignments. **Paper topics must be discussed with and approved by the instructor.** You can find the guidelines for this assignment in OAKS under Content. Literature reviews are due **on April 20** in class. Electronic copies should be uploaded to Dropbox via OAKS.

6) Exams

Both midterm and the final exams will be short answers and/or essay questions.

**Late submissions**

Late submissions will be penalized by 5% per day (including weekends). Assignments more than two weeks late will receive a “0.” Unexcused failure to show up for an exam will result in a grade of 0% on the exam.

**Electronic devices**

No electronic devices (cell phones, tablets, or laptops) can be used in class, unless allowed by the instructor. If you have a medical condition which requires to use a laptop, please submit a request through SNAP. I will be glad to accommodate your request once it’s approved by SNAP.

**Grades**

1) Participation in class discussions – 10%
2) Reading quizzes – 15%
3) Country reports + keeping up with current events in the country of choice - 5%
4) Paper proposal + annotated bibliography (10%). **Due on October 14** in class + electronic copy should be uploaded to Dropbox.
5) Literature review (20%). Paper topics must be discussed and approved by the instructor. **Due on December 5** in class. Upload electronic copies to Dropbox through OAKS.
6) Midterm exams – 20%
7) Final exam – 20%

**Grade scale**

A =94-100; A-= 90-93; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72;
D+=67-69; D=63-66; D-=60-62; F<60.

**Required and optional textbooks, equipment, and technology**

All reading materials are available via OAKS.

**Course/University Policies**

**Center for Student Learning**

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

**Disability Services**

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.
College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Avoiding Plagiarism

“Plagiarism falls into two categories: using someone else’s words or using someone else’s ideas as if they were your own. You must be scrupulous in avoiding both categories of plagiarism in your writing. Properly cite all quotations, paraphrases, and summaries of information from other sources. The only exception to this rule is common knowledge, or information commonly known and accessible to your audience… If you are unsure whether certain information constitutes common knowledge, document it. Collusion, a form of plagiarism, occurs when two or more people agree to devise a piece of writing that will be attributed to only one of them… For any individual writing assignment, the idea and the organization of ideas in your paper must be your own… You can incorporate into your writing ideas that have arisen from class discussion [and] lectures… You may revise and edit your writing with other people… but you should not have others do your writing or revising for you.”

Changes to Syllabus

I reserve the right to make minor changes to the syllabus during the semester. Any changes will be announced in class and via email (or posted on OAKS).

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PART I. Defining Europe

Week 1. Introduction

January 12
Introduction, course details, assignments, signing-up for current event reports

Week 2. The anatomy of Brexit

January 17. Brexit: an overview

January 19. The cons and pros of Brexit

Week 3. What is Europe?

January 24 Defining Boundaries

January 26 Debate: Should Turkey be a member of the EU?
Start with the following two articles. Then do research on both sides of the debate. Think about political, cultural, geographic, religious, economic, demographic, ideational reasons.


Part II. European Ideas: Liberalism, Socialism, Fascism, & Social Democracy

Week 4. Liberalism and Marxism

January 31. Liberalism
John Stuart Mill, On Liberty

February 2. Marxism
Karl Marx and Friderich Engels, Manifesto of the Communist Party

Week 5. Social democracy and fascism

February 7. Social democracy
February 9. Fascism
Mussolini, Benito. *Fascism*
Hitler, Adolf. *Mein Kampf*

Week 6.

February 14 - **Midterm exam**

February 16
Working with library resources. Class will meet in Room 122 in Addlestone Library.

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**Part III. Citizenship, Identity, and Civic Engagement**

Week 7. Citizenship
February 21.

February 23.
Howard, *The Politics of Citizenship in Europe*. pp. 119-147 (Germany)
**Pedagogy: Preparing proposal and annotated bibliography**

Week 8. Citizenship and discrimination

February 28.
- pp. 73-77, 83-87 (Sweden and Netherlands)
- pp. 94-103, 111-114 (Austria, Denmark, and Greece)

March 2. Discrimination

Week 9. Collective Memory

March 7 Germany and the Holocaust

March 9 Ostalgie
Hockenos, Paul. 2014. “8 Things that were Better in East Germany”. *Foreign Policy*, 7, November.

**Paper proposals & annotated bibliographies due.** Bring hard copies to class & upload digital copies to OAKS.

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March 5-11 Spring Break
Week 10. Civil Society and Civic Engagement

March 14

March 16

Part IV. European Integration

Week 11. The Origins and Forces of European Integration

March 21 Explaining EU integration

March 23 European Monetary Union

Week 12. The EU and Democratic Deficit

March 28

March 30

Pedagogy: Literature review

Week 13. The EU and cultural change: drugs and alcohol

April 4. Drug policy in the Netherlands

April 6.
TBD
Week 14. Singing and drinking Europe

April 11 Eurovision song contest
“1944 All over Again.” The Economist, May 28, 2016.

April 13 Drinking habits in Scandinavia

Week 15. Refugees and the Future of Europe

April 18

April 20
Smale, Alison. 2015. “Germany’s Small Towns Feel the Cost of Europe’s Migrant Crisis.” The New York Times.

Literature review is due. Bring hard copies to class and upload digital copies to OAKS.

Week 16.

April 25
TBD

May 4, 12:00pm-3:00pm
Final exam
Annotated Bibliography Template

<table>
<thead>
<tr>
<th>1</th>
<th>Citation</th>
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<tbody>
<tr>
<td>2</td>
<td>Topic</td>
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<tr>
<td>3</td>
<td>Research question</td>
</tr>
<tr>
<td>4</td>
<td>Countries</td>
</tr>
<tr>
<td>5</td>
<td>Findings (brief description – 2-3 paragraphs)</td>
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Notes:
1) Use at least 5 sources for this assignment:
   a) 1 book, 2 academic articles, 2 news article from a major newspaper (such as New York Times, Washington Post, Wall Street Journal etc) or magazines (Newsweek, the Economist, the Atlantic)
   b) You can use primary sources (e.g., government documents, NGO reports, IGO policy assessments) in addition, rather than as a substitution to 5 sources listed above.
2) You should not use random websites
   a) Always use page numbers when you quote text. For example: Berman shows that “flourishing civil society does not necessarily bode well for the prospects of liberal democracy” (Berman 1997, p. 401).
   b) Use the author’s name and year when you paraphrase. Example: According to Berman, civil society and activism may lead to the breakdown of democracy (Berman 1997).
4) Use just two or three words. Examples: “immigration,” “European identity,” “European integration,” “minorities and discrimination,” “citizenship,” etc.
5) State briefly the central research question of the book chapter/article
6) List the countries studied. Examples: “Germany,” “Russia,” “Poland, Czech Republic, Hungary” “Slovakia and the Czech Republic.”
7) Write a short (3-5 sentences) summary of the most important findings of the research. What was learned from this study?

Brief Schedule of Deadlines

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>February</td>
<td>14</td>
<td>Midterm</td>
</tr>
<tr>
<td>February</td>
<td>16</td>
<td>Working with library resources. Class will meet in Room 122 in Addlestone Library.</td>
</tr>
<tr>
<td>March</td>
<td>9</td>
<td>Paper proposals &amp; annotated bibliographies are due.</td>
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<tr>
<td>March</td>
<td>5-11</td>
<td>Spring Break, no class</td>
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<tr>
<td>April</td>
<td>20</td>
<td>Literature review is due.</td>
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<tr>
<td>May</td>
<td>4</td>
<td>Final exam</td>
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