Course description and objectives
INEU 101 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 your favorite meme with a subject line “That’s my meme.”

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. Some quizzes will be in class, while others will be online. Now here is the first mandatory email quiz. After the first class send me an email with the photo and a brief description of your favorite Westworld character using the guidelines on “How to email your professor.” You can find the guidelines in OAKS under News. If you haven’t watched Westworld, use any favorite character from the most recent series or show.

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 a particular event in the selected country. You will be expected to have an in-depth knowledge of a recent event or phenomena, rather than just a headline. You may report on cultural, political, economic, social developments or relations with other countries. Here are the guidelines:
   a. Arrive earlier and download your presentation to the computer. Don’t wait for instructor’s invitation.
   b. Use power point: prepare a few slides and start with a map of the country you are reporting on.
   c. Clearly state your topic/phenomenon/development/event. What is your report on?
   d. Explain why your topic matters. Why should we bother? Why is it interesting?
   e. Describe and explain what happened and why (remember 5-Ws: who, where, when, what, and why).
   f. List your sources on the last slide and submit your presentation to OAKS.
   g. Avoid using tabloids or random websites. Instead, use several sources – major newspapers or magazines suggested below. Choose articles with interesting and detailed reports longer than 500 words (1 typed page).

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

NPR  
The Independent (UK)  
Daily Telegraph (UK)  
Financial Time (UK)  
The Guardian (UK)  
Le Monde (France)

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 and/or slides? (hint: you can consult your notes but don’t read them).
Report 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 below). A 1-page description of the topic must be submitted by October 15 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 your question.
   d. An annotated bibliography. See full guidelines and 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 have different authors addressed the research question you are asking? Has this topic been studied in another regional context? Why is this question important? Treat your literature review 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 December 3 in my mailbox at 9 Glebe St. Electronic copies should be uploaded to Dropbox via OAKS.

6) Exams
Both midterm and final exams will be short answers and essay questions.

7) Model UN
Students will be required to participate in the College of Charleston Model UN representing one of the European countries. You will become a delegate of the country representing its interests. In order to do well on this assignment and to become an effective delegate, students will need to do background research on the selected European country, on its international relations and foreign policy (you can select the same country you’ve conducted research for other assignments in this class). Students will need to prepare a Position Paper on a specific topic. Position Papers are due on October 24, 2018. More information on this assignment will be provided in class. The annual College of Charleston Model UN will be held on October 26-27 (Friday 3pm-8pm and Saturday 9am-2pm). Students are responsible for making arrangements in case they have work conflict.

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 – 10%
3) Country reports + keeping up with current events in the country of choice – 5%
4) Paper proposal + annotated bibliography (10%). **Due on October 15** in class + electronic copy should be uploaded to Dropbox in OAKS.
5) Literature review (20%). Paper topics must be discussed and approved by the instructor. **Due on December 3** in instructor’s mailbox at 9 Glebe + upload electronic copies to Dropbox in OAKS.
6) Midterm exam – 15%
7) Participation in Model UN – 10%
8) Final exam – 20% (noon-3pm on December 7, time to be confirmed).

Grade scale
A = 92-100; A- = 88-91; B+ = 85-87; B = 82-84; B- = 78-81; C+ = 75-77; C = 72-74; C- = 68-71;
D+ = 65-67; D = 62-64; D- = 59-61; F < 0-58.

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 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).

Brief Schedule of Deadlines and Key Dates

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>31</td>
<td>Debate: Is Turkey European?</td>
</tr>
<tr>
<td>September</td>
<td>21</td>
<td>Debate on ideologies</td>
</tr>
<tr>
<td>October</td>
<td>3</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>October</td>
<td>15</td>
<td>Paper proposals &amp; annotated bibliographies are due</td>
</tr>
<tr>
<td>October</td>
<td>24</td>
<td>Model UN position papers are due by midnight</td>
</tr>
<tr>
<td>October</td>
<td>26-27</td>
<td>Model UN</td>
</tr>
<tr>
<td>November</td>
<td>5</td>
<td>Fall Break, no class</td>
</tr>
<tr>
<td>November</td>
<td>21-25</td>
<td>Thanksgiving break, no class</td>
</tr>
<tr>
<td>December</td>
<td>3</td>
<td>Literature reviews are due</td>
</tr>
<tr>
<td>December</td>
<td>7</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and writing assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, Aug. 22</td>
<td>Introduction, course details, assignments, signing-up for current event reports</td>
</tr>
<tr>
<td><strong>Part 1. What is Europe?</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Friday, Aug. 24** | **World Cup, Immigrants, and Identities**  
Waldron, Travis. 2018. “Switzerland’s World Cup Team Sits at The Heart of Europe’s National Identity Panic.” *Huffington Post*, June 27.  
| **Monday, Aug. 27** | **Defining Boundaries: Western Europe**  
| **Wednesday, Aug 29** | **Defining Boundaries: Eastern Europe**  
| **Friday, Aug 31** | **Debate: Is Turkey European?**  
Start with the following two articles and do further research on both sides of the debate. You will be randomly assigned to either camp. Think about political, cultural, geographic, religious, economic, demographic, ideational reasons.  
| **Part 2. European Ideas: Liberalism, Marxism, Fascism, & Social Democracy** | |
| **Monday, Sept 3** | **Capitalism, liberalism, and democracy**  
John Stuart Mill, *On Liberty*  
| **Friday, Sept. 7** | Pedagogy: What is literature review? How to find a topic?  
No readings |
| **Monday, Sept 10** | **Marxism and socialism**  
Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* |
| **Wednesday, Sept. 12** | **Social democracy**  
### Recommended:


**Friday, Sept. 14**


Knox, Richard. 2008. "Most Patients Happy With German Health Care.” *National Public Radio.* July 3. (Listen to NPR story, follow the link for the transcript. The link is available in OAKS.)

**Monday, Sept. 17**

**Fascism**

Mussolini, Benito. *Fascism*

Hitler, Adolf. *Mein Kampf*

**Wednesday, Sept. 19**

**Modern European nationalism**


**Recommended:**


**Friday, Sept. 21**

**Debate on ideologies**

1) Review the material from the past 3 weeks on liberalism, Marxism, social democracy, fascism, and nationalism.

2) Download the table on ideologies from OAKS and fill it out.

3) Be ready to explain and defend any ideological viewpoint during the debate

### Part 3. Citizenship and Discrimination

**Monday, Sept. 24**

**Citizenship in Europe**


**Wednesday, Sept. 26**

Howard, *The Politics of Citizenship in Europe.* pp. 73-77, 83-87 (Sweden and Netherlands), 94-103, 111-114 (Austria, Denmark, and Greece)

**Friday, Sept. 28**


**Monday, Oct. 1**

Discussion on citizenship. Review the readings & your notes from Howard’s chapters & articles

**Wednesday, Oct. 3**

Midterm Exam

**Friday, Oct. 5**

Pedagogy: Preparing proposal and annotated bibliography

No readings

**Monday, Oct. 8**

**Minorities and discrimination**


**Wednesday, Oct. 10**


**Recommended:**


# Part 4. Coming to terms with the past

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
</table>
| Monday, Oct. 15 | **Paper proposals & annotated bibliographies are due.**             | Bring hard copies to class AND upload digital copies to OAKS. Submit the following:  
1) 1-page proposal (400-500 words).  
2) Annotated bibliography of at least 5 sources using the template. See the template on the last page of the syllabus. You can download the template in OAKS. |
| Wednesday, Oct. 17 | **Ostalgie**                                                          | Hockenos, Paul. 2014. “8 Things that were Better in East Germany.” *Foreign Policy*, Nov. 7.  
| Friday, Oct. 26 |                                                                      | No class. Use this time to prepare for Model UN. |

**October 26-27 Model UN**

# Part 5. European Integration

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Nov. 5</td>
<td></td>
<td>Fall Break. No class. Go vote!</td>
</tr>
</tbody>
</table>

**Recommended:**

Garton Ash, Timothy. 2016. “If You Think Britain Is Angry and Divided, Look at the
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, Nov. 9</td>
<td>Written assignment</td>
<td>Watch the BBC video “Britain and Europe For Richer or Poorer.” Fill out the worksheet as you are watching the documentary, print it out, and submit it to the instructor after class. I will grade worksheets as your quizzes.</td>
</tr>
</tbody>
</table>
**Recommended:**  
**Recommended:**  
| Friday, Nov. 16 | No class                                                               | Professor Kovalov is taking students to Southern Regional Model UN in Atlanta.                                                                                                                        |
| Nov. 21-25   | Thanksgiving Break                                                    |                                                                                                                                                                                                          |
| Friday, Dec. 3 | Literature reviews are due. Bring hard copies to class and upload digital copies to OAKS. |                                                                                                                                                                                                          |
| Friday, December 7 Noon-3pm | Final Exam, time to be confirmed                                      |                                                                                                                                                                                                          |
## Annotated Bibliography Template

Text highlighted in yellow is an example.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Topic</td>
<td>Citizenship</td>
</tr>
<tr>
<td>3</td>
<td>Research question</td>
<td>How to explain historically liberal citizenship policies in Europe? Why were 4 out of 15 countries less restrictive in their citizenship policies in 1980? Why did some countries liberalized their citizenship policies since 1980, while others made them more restrictive?</td>
</tr>
<tr>
<td>4</td>
<td>Countries</td>
<td>15 EU members</td>
</tr>
<tr>
<td>5</td>
<td>Findings (brief description – 2-3 paragraphs).</td>
<td>Howard argues that early colonization and early democratization helped countries develop historically liberal policies. Colonial powers were exposed to different people and cultures and realized that local cultures mattered. Diversity and more openness allowed them adopt more liberal citizenship policies. Democratization also helped develop less restrictive citizenship because democracy helped cultivate a more inclusive perception about national identity and more tolerant behavior towards others. Countries which did not engage citizens in a public debate about citizenship (didn’t politicize the issue of citizenship) were able to make policies less restrictive. But once public became involved (the issue became politicized), liberalization became limited (for instance in Germany). In other countries (for instance, in Austria) radical right parties campaigned on anti-immigration issues and they prevented mainstream parties from initiating citizenship reforms.</td>
</tr>
</tbody>
</table>

### 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.
   c) Do not use the sources found on news agency websites, such as CNN.com or BBC.com
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?