Course description and objectives
INEU 101 is an introductory course for the European concentration of the International Studies Major. It is one of four classes in the major (along with INTL 100, INTL 200, 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, post your favorite meme in OAKS under Communication-Discussions-Various discussions.

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

Prerequisites: None

Attendance policy. I ask that you are present during face-to-face (F2F) sessions or synchronous online sessions. However, if you are ill or need to isolate yourself, please let me know asap. I will work with you to find reasonable accommodations for you if you are not in class.

Deadlines and late submissions
Quizzes and online discussions have to be submitted on time. Other late submissions will receive a 5% deduction for each late 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.
Expectations and Evaluation

1) Participation
I expect you to read the assigned material prior to each class. Be engaged & active during F2F or synchronous sessions. Get out of bed, sit in front of your computer, take notes, and ask questions if something is not clear. We will have several debates in class, which will help you prepare for exams. If you read the material but can’t retain it, let’s talk. Let’s set up a Zoom appointment to discuss your readings strategies and what you can do to succeed. 
Reward: I will offer extra credit to students who are actively engaged during classes and whose comments and questions show that they have read the material and thought critically about it.
Options: If you feel uncomfortable participating during class, use online discussions to keep up your grade.

2) Online discussions
We all learn in different ways and I want to support learning in all possible ways and forms. I understand that some students are reluctant to participate in class discussions. I don’t want the format of this class to negatively affect your grade. Online discussions should help those students who feel that they can express their thoughts better in writing.

Options: You have a choice of completing 70% of online discussions to receive full credit. The decision of which discussions to complete is yours. For instance, if we have 10 discussions and you complete 7 of them, the missed 3 discussions will not count towards your grade. If you completed all 10 discussions, I will drop 3 lowers grades.

3) Quizzes
All quizzes will be done online in OAKS. Quizzes will be available for you starting the night before class and you will be due by 11am on the day of class (1 hour before class). There are no make-up quizzes or extra credit assignments to compensate for a missed quiz. Please check the syllabus regularly, make sure to mark your calendars, and set reminders. The good news is that you have options!

Options: You have a choice of completing 70% of the quizzes to receive full credit. The decision of which quizzes to complete is yours. For instance, if we have 10 quizzes in the course of the semester and you complete 7 of them, the missed 3 quizzes will not count towards your grade. If you completed all 10 quizzes, I will drop 3 lowers grades.

4) Meme assignments.
You will need to create a meme for each of the four modules (Module 2-4). A meme is an image-based material that gives a novel expression to an existing concept. Your goal is to describe each of the four schools of thought (ideologies) – classical liberalism, Marxism, social democracy, and fascism – in a meme. Your meme should meet the following criteria:
a) Be true to the school of thought and accurately capture what it stands for.
b) Be original. You can select an image from the internet but you can’t just copy an existing meme by searching the web.
c) It should include an image and a caption. The image should have a connection to your idea (for ex. Ned Stark’s infamous phrase in the Game of Thrones is “Winter is coming”)
d) You can use your own photo, create an image, or select an image from the internet
e) You can use a meme generator to complete this assignment https://imgflip.com/memegenerator.
f) The meme on the right is an example. Can you tell me if it meets my criteria listed above?

5) Paper proposal + annotated bibliography
You need to pick a topic of interest, come up with a research question (or puzzle), and prepare a paper proposal and annotated bibliography to address this question examining one or more European countries. Start thinking
about this assignment as you read the material early on. **Paper topics must be discussed with and approved by the instructor.** I will meet with each student individually F2F or via Zoom to discuss paper topics. You can find the guidelines for this assignment, a template of annotated bibliography, and sample paper topic ideas in OAKS under Content→Guidelines. This assignment is broken down into 3 steps with different deadlines. There is a separate Dropbox for each step:

a. Brief paper outline (5%). Describe your paper idea in 1 paragraph (about 100 words or 5-6 sentences), list the country (or countries) you study and why you choose these countries. Why is your topic important? **Deadline: October 28.**

b. Provide a list of 7 sources for annotated bibliographies (5%). This list should not include brief descriptions of findings. **Deadline: November 6**

c. Submit a 2-page paper proposal (10%). **Deadline: December 4**

d. Submit 7 annotated bibliographies with a brief description of findings (10%). **Deadline: December 4**

Make sure to honor the deadlines. Late submissions will reduced your grade by 5% for each day of late submission.

6) Exams
Both midterm and final exams will be multiple choice, short answers, and/or essay questions.

**Grades**

1) Online discussions (15%)
2) Quizzes (10%).
3) Meme assignments (10% for all memes, or 2.5% for each of the 4 memes).
4) Paper proposal + annotated bibliography (30%). This assignment is broken down into 3 steps with different deadlines:
   a. Brief paper outline (5%). Describe your paper idea in 1 paragraph (about 100 words or 5-6 sentences), list the country (or countries) you study and why you choose these countries. Why is your topic important? **Deadline**
   b. Provide a list of 7 sources for annotated bibliographies (5%). This list should not include brief descriptions of findings. **Deadline**
   c. Submit a 2-page paper proposal (10%). **Deadline**
   d. Submit 7 annotated bibliographies with a brief description of findings (10%). **Deadline**
5) Exam-1 (16%).
6) Exam-2 (19%). (4-7pm on **April 29**).

**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 and Student Resources**

**Public health**
Masks are required in class. Please wear a mask to protect others around you. Your mask should cover your mouth and nose and should be used at all times while in class.

**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](http://csl.cofc.edu) or call (843) 953-5635.

**Accommodations for Students with Disabilities**
Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged. [Center for Disability Services/SNAP](http://csl.cofc.edu).

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.

**Mental & Physical Wellbeing**
At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at [http://counseling.cofc.edu](http://counseling.cofc.edu) or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit [http://counseling.cofc.edu/cct/index.php](http://counseling.cofc.edu/cct/index.php), or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

**Food & Housing Resources**
30% of CofC students experience housing & food insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the [Dean of Students for support](http://counseling.cofc.edu/cct/index.php). Also, you learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

Studies estimate that [1 in 4 women may be sexually assaulted](http://counseling.cofc.edu/cct/index.php) while in college. Check out these resources.

**OAKS**
OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

**Continuity of Learning** (for hybrid classes with face-to-face meetings)
Due to social distancing requirements, this class will include a variety of online and technology enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances. [followed by instructor’s detailed plan](http://counseling.cofc.edu/cct/index.php)

**Recording of Classes** (via ZOOM)
Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

**Inclement Weather, Pandemic or Substantial Interruption of Instruction**
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.
Online Courses with Exam Proctoring
This course will require the use of an exam proctoring service for the course exams. Students are responsible for registering, scheduling, and the cost of the service prior to each exam. Instructions and additional information on proctoring can be found at https://academicaffairs.cofc.edu/distance-education/online-proctoring/index.php.

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.

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.” (O’Hare & Kline 1996, 447-50).

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 (and posted in OAKS).
Pandemic update: We will begin our semester in an online format. We will be meeting via Zoom for 50-minute synchronous sessions from August 26-September 11. Starting on September 14 we will be meeting in the classroom (Jewish Studies Center, room 100). This classroom is big enough to allow students to be seated at 6 feet from each other. Students who are not able to meet in the classroom, will be able to join the class via Zoom.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and writing assignments</th>
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<tbody>
<tr>
<td>Wednesday, Aug 26</td>
<td>Introduction, course details, assignments.</td>
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<tr>
<td>Friday, Aug 28</td>
<td>Pandemic in Europe</td>
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<td>4. <em>Discussion Questions</em>: How has the response to the pandemic differed across European countries? What did Germany do right? Is Sweden an example of what NOT to do?</td>
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*Quiz (Make 90-second introduction video) due by 11 am* ...that’s 1 hour before our class Use Flipgrid and your CofC email (@g.cofc.edu) to login [https://flipgrid.com/kovalov4511](https://flipgrid.com/kovalov4511).

Module-1: Defining Boundaries

<table>
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<tr>
<th>Date</th>
<th>Reading and writing assignments</th>
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<tbody>
<tr>
<td>Monday, Aug 31</td>
<td>Murphy et al. 2014. What is Europe? Chapter 1. from <em>The European Culture Area</em>, 1-16.</td>
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<td><em>Discussion Questions</em>: What is Murphy’s conclusion about European borders? Where does he draw European borders? Are geographical borders sufficient? What is the process of “othering” discussed by Murphy?</td>
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<td><em>Quiz-1 (Borders) due by 11am</em> ...that’s 1 hour before our class</td>
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| Wednesday, Sept 2     | Zoom Debate: Is Turkey European?  
Start with the following two articles and do further research on both sides of the debate and search for 2 additional sources. You will be randomly assigned to either camp. Think about political, cultural, geographic, religious, economic, demographic, ideational reasons.  
*Quiz-2 (Syllabus) due by 11am* ...that’s 1 hour before our class |
| Friday, Sept 4        | Online discussion: Is Russia a European country? Are Russians Europeans?  
We will have an online discussion in OAKS. You can use our class time to contribute to this discussion. You need to respond to my questions and to at least two comments made by other students.  
There are no required readings for this discussion, but you need to do independent research online.  
See OAKS→ Discussions → Module-1: Defining Boundaries.  
*Deadline: 1pm (end of class time).* |
## Module-2: European Ideas: Liberalism

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<th>Date</th>
<th>Activity</th>
<th>Reading</th>
<th>Discussion Questions</th>
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<tbody>
<tr>
<td>Monday, Sept 7 (online)</td>
<td><strong>Capitalism, liberalism, and democracy</strong></td>
<td>John Stuart Mill, <em>On Liberty</em></td>
<td>How does Mill define liberalism? What does Mill suggest about liberal ideas in backward societies? What are backwards societies? How does the Swiss referendum fit into discussion of liberalism?</td>
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<td>Wednesday, Sept 9 (online)</td>
<td><strong>Liberalism and democracy</strong></td>
<td>Zakaria, Fareed. 2003. “A Brief History of Human Liberty.” In <em>The Future of Freedom: Illiberal Democracy at Home and Abroad</em>, 29–58.</td>
<td>How does Zakaria explain the emergence of liberty and what is the role of conflict (power struggles) in his explanation? Is liberty and democracy the same thing?</td>
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<td>Friday, Sept 11 (online)</td>
<td><strong>Online discussion</strong></td>
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<td><strong>Meme assignment-1 (due by 11a).</strong> Create a meme which captures what the liberal school of thought stands for and post it on the Discussion Board. Your meme has to be (1) original (you can’t just copy an existing meme by searching the web) and (2) true to the school of thought and accurately describe what it stands for. See more details on this assignment on p.2.</td>
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## Module-3: European Ideas: Marxism & Social Democracy

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
<th>Quiz</th>
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<tbody>
<tr>
<td>Monday, Sept 14</td>
<td><strong>Marxism and socialism</strong></td>
<td>Karl Marx and Friedrich Engels, <em>Manifesto of the Communist Party</em></td>
<td>Quiz-5 (Social democracy) due by 11am. Worth 2 quizzes</td>
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<td><strong>Discussion Questions:</strong></td>
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<td>What is social democracy, according to Berman? What gave rise to social democracy? What does Berman mean by the “primacy of politics?” Why did Marxist ideas run into problems?</td>
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<tr>
<td>Friday, Sept 18</td>
<td><strong>Quiz-5 (Social democracy) due by 11am. Worth 2 quizzes</strong></td>
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<td><strong>Meme assignment-2 and 3 (due by 11am).</strong> Create and post two memes: first, describing Marxism (and socialism) and second, describing social democracy.</td>
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### Module-4: European Ideas: Nationalism & Fascism

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<th>Date</th>
<th>Activity</th>
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| Monday, Sept 21 | Mussolini, Benito. *Fascism*  
Hitler, Adolf. *Mein Kampf*  
**Discussion Questions:** What are the elements of fascism? How does fascism view life, citizens, and the nation? Why is fascism critical of socialism, capitalism & democracy?  
**Quiz-6 will be completed in class. This is a team-based assignment.** |
**Meme assignment-4:** Create and post a meme capturing the nature of fascism. |
| Friday, Sept 25 | **Debate on ideologies**  
1) Review 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 |

### Module-5: Citizenship

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<th>Date</th>
<th>Activity</th>
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| Monday, Sept 28 | **Citizenship in Europe**  
**Discussion Questions:** What is Howard explaining in his article? What is citizenship, according to Howard? How does Howard explain the emergence of historically liberal citizenship? |
| Wednesday, Sept 30 | Howard, *The Politics of Citizenship in Europe.* pp. 73-77, 83-87 (Sweden and Netherlands), 94-103, 111-114 (Austria, Denmark, and Greece)  
**Discussion Questions:** What kind of change in citizenship laws happened in Sweden and the Netherlands? Is there a common factor explaining liberalization of citizenship in these countries? Why was Sweden’s citizenship became more liberal? How does citizenship in Sweden differ citizenship in Denmark? Why difference? |
**Discussion Questions:** Is German citizenship as restrictive as it used to be? Why? How does Howard explain the change in German citizenship rules? |

### Module-6: Minorities and discrimination

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<th>Date</th>
<th>Activity</th>
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<tr>
<td>Monday, Oct 5</td>
<td>Exam-1 will be available to you from 9am-3pm. You will need 50 minutes to complete Exam-1. Once you start the exam, you will need to finish it within 50 minutes.</td>
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Watch documentary: The Right to Roam. Fill out the worksheet (in OAKS) as you are watching the film [https://www.youtube.com/watch?v=p0FC-HPv8ds](https://www.youtube.com/watch?v=p0FC-HPv8ds)  
**Discussion Questions:** Why are the Roma marginalized in post-communist Europe? What are the challenges of integrating the Roma? Were the Roma treated better under communism? Why are the Roma moving to western European countries? What’s the government policy towards the Roma? Does it differ across countries? Why are the Roma experiencing difficulties with integration in host countries? |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Discussion Questions</th>
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**Discussion Questions.** Why do Muslims in Sweden change their names? What do the new names mean to Muslims and to other people in the Swedish society? Do new names fix the problem? How does discrimination differ in Germany? |
|              |                                                                      |                                                                          |                                                                                                        |
| Module-7: Coming to terms with the past |                                                                      |                                                                          |                                                                                                        |
| Monday, Oct 12 | Collective Memory in Poland  
**Discussion Questions.** What’s the nature of disagreement about collective memory in Poland? Why does Polish government want to “rewrite” the past? |                                                                                                        |
| Wednesday, Oct 14 | Ostalgie  
Hockenos, Paul. 2014. “8 Things that were Better in East Germany.” Foreign Policy, Nov. 7.  
**Discussion Questions:** What do we do with those monuments and that history?  
| Friday, Oct 16 | What do we do with those monuments and that history?  
**Discussion Questions:** What’s the debate about in Ukraine and Russia? What do Ukrainians and Russians try to remember (and forget)? |                                                                                                        |
| Oct 20       | Midterm grades due                                                    |                                                                          |                                                                                                        |
| Module-8: Civil society and civic engagement |                                                                      |                                                                          |                                                                                                        |
**Discussion Questions:** What is civil society, according to Howard? Why is it weak in post-communist Europe? Is civil society important for democracy? Why? |                                                                                                        |
| Wednesday, Oct 21 | Civil society in Serbia  
Documentary and discussion: “Bringing Down a Dictator” |  
**Discussion Questions:** What is civil society, according to Howard? Why is it weak in post-communist Europe? Is civil society important for democracy? Why? |                                                                                                        |
| Friday, Oct 23 | Online discussion. Readings TBD |  
**Discussion Questions:** What is civil society, according to Howard? Why is it weak in post-communist Europe? Is civil society important for democracy? Why? |                                                                                                        |
| Module-9: European Integration |                                                                      |                                                                          |                                                                                                        |
| Monday, Oct 26 | Explaining EU integration  
**Discussion Questions:** How do Monnet and Schuman justify European integration? Why was the EU created? |                                                                                                        |
| Wednesday, Oct 28 | What is the EU?  
McCormick and Olsen, “What is the European Union?” (chapters 1-2).  
**Brief paper outline due:** This assignment is available in Quizzes. Be ready to articulate your paper topic in 1 paragraph (about 100 words or 5-6 sentences), list the country (or countries) you study and why you choose these countries. Why is your topic important? (5% of the grade) |  
**Discussion Questions:** How do Monnet and Schuman justify European integration? Why was the EU created? |                                                                                                        |
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<th>Date</th>
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<tr>
<td>Friday, Oct 30</td>
<td><strong>The monetary union and the eurozone</strong></td>
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<td>Watch documentary: “Imperfect Union: The Eurozone in Crisis”</td>
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<td>Go to the website of the European Union (europa.eu) and search for Maastricht Criteria or &quot;convergence criteria.&quot; Read about these criteria.</td>
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<td><strong>Module-10: Pedagogy. Paper topic discussions</strong></td>
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<td>Monday, Nov 2</td>
<td>Group meetings in class to discuss paper topics – Group 1</td>
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<td>Wednesday, Nov 4</td>
<td>Group meetings in class to discuss paper topics – Group 2</td>
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<td>Friday, Nov 6</td>
<td><strong>Assignment deadline:</strong> Be ready to submit a list of 7 sources for your annotated bibliographies. At this point, no brief description of the findings is necessary. You just need to submit the list of at least 3 academic journal articles, and 2 newspapers + 2 additional sources (can be 2 journal articles or a journal article + newspaper article).</td>
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<td><strong>Module-11: EU in crisis - Brexit</strong></td>
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<td>Watch BBC video: Britain and Europe for Richer or Poorer. <em>BBC Documentary</em> 2016 (OAKS)</td>
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<td><strong>Written assignment:</strong> Watch the BBC video “Britain and Europe For Richer or Poorer.” (see link in OAKS)</td>
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<td><strong>Quiz:</strong> Fill out the worksheet as you are watching the documentary and submit it to the dropbox.</td>
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<td>Friday, Nov 13</td>
<td><strong>Online discussion</strong></td>
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<td>Brexit and Northern Ireland</td>
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<td><strong>Module-12: Booze, drugs, and rock-n-roll</strong></td>
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<tr>
<td>Monday, Nov 16</td>
<td><strong>Drinking habits in Scandinavia</strong></td>
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<td>Wednesday, Nov 18</td>
<td><strong>EU and drug policies and attitudes in the Netherlands and France</strong></td>
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<tr>
<td>Friday, Nov 20</td>
<td><strong>Eurovision song contest</strong></td>
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<td>Monday, Nov 23</td>
<td>Exam-2</td>
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<tr>
<td>Wednesday, Nov 25-29</td>
<td>Thanksgiving Break</td>
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### Module-13: Refugee crisis

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<tr>
<th>Monday, Nov 30 (online)</th>
<th>Refugees and environmental values in Germany</th>
</tr>
</thead>
</table>

**Discussion questions:** How do news stories, described by Jacobs, portray refugees, their living quarters, and their environmental behavior? Why does Jacobs argue that environmentalism is a German cultural value? Do German refugee integration programs work? Have cooking programs worked for refugees and locals?

<table>
<thead>
<tr>
<th>Wednesday, Dec 2 (online)</th>
<th>Refugees in Eastern Europe</th>
</tr>
</thead>
</table>

**Discussion questions:** Are eastern Europeans more xenophobic than western Europeans? How does Lyman explain higher levels of intolerance in eastern Europe?

<table>
<thead>
<tr>
<th>Friday, Dec 4 (online)</th>
<th>Watch documentary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EU and the refugee crisis, DW Documentary</td>
<td></td>
</tr>
</tbody>
</table>

**Discussion questions:** Which measures, discussed in the documentary, have been used by the EU to deal with the refugee crisis? Has the EU been successful with finding a common response to the refugee crisis? What kinds of obstacles has the EU faced while dealing with the inflow of refugees and migrants? What are the specific challenges faced by individual EU member states?

**Written assignment deadline:** Paper proposals and annotated bibliographies are due. Upload electronic copies to OAKS. This assignment is worth 20% of the grade.
### 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 (use 1-3 words)</td>
<td>Citizenship</td>
</tr>
<tr>
<td>3</td>
<td>Research question (this is the research question of the source you are reviewing, rather than your proposal’s 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 (Provide a brief description of this source’s findings. Use 150-200 words).</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 7 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

3) Full bibliographic reference using APA. You can find the guidelines in OAKS—Guidelines
   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 (150-200-word) summary of the most important findings of the research. What was learned from this study?