INEU 101-01: Introduction to Europe  
Spring 2020

Instructor: Dr. Max Kovalov  
E-mail: kovalovm@cofc.edu  
Class time: MWF noon-12:50pm  
Classroom: ECTR 114

Office: ECTR (Ed. Center), Room 206A  
Office hours: TR, 10:45-11:45am and by appointment.  
If you can’t make it to office hours: Email me and give me several time slots of your availability to schedule a meeting.

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, 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

Expectations and Evaluation
1) Attendance and participation.

Attendance is required. After six 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.
2) **Quizzes**
Reading quizzes will be offered regularly throughout the semester. You should expect a quiz any class period. Some quizzes will be offered in class, while others will be online. **If you are late, didn’t come to class, or missed the quiz deadline you won’t be able to make up a missed quiz.**

**Quiz-1.** After the first class send me an email with the photo and a brief description of your favorite Star Wars character using the guidelines on “How to email your professor.” You can find the guidelines in OAKS under News. If you haven’t watched Star Wars, use any favorite character from the most recent series or show. But really, you need to watch Star Wars. The email quiz is due on **January 17, 2020.**

3) **Paper proposal + annotated bibliography**
You need to pick a topic of interest, come up with a research question, and prepare a paper proposal and annotated bibliography on this question examining one or more European countries. **Paper topics must be discussed with and approved by the instructor.** I will meet with each student individually to discuss paper topics. You can find the guidelines for this assignment in OAKS under Content. A 2-page proposal and annotated bibliographies **must be submitted by April 5** in class and uploaded to Dropbox via OAKS. See full guidelines and a template of annotated bibliography on last page of the syllabus. Late submissions are penalized at 5% grade reduction for each day of late submission. Expect a lower grade if you don’t submit either hard copy or e-copy.

4) **Exams**
Both midterm and final exams will be short answers and 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.

**Prerequisites:** None

**Grades**

1) Participation in class discussions – 10%
2) Reading quizzes – 15%
3) Paper proposal + annotated bibliography (25%). **Due on April 5** in class + electronic copy should be uploaded to Dropbox in OAKS.
4) Midterm exam – 25%
5) Final exam – 25% (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**
**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.” (O’Hare and 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 (or posted on OAKS).
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and writing assignments</th>
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<tr>
<td>Wednesday, Jan 8</td>
<td>Introduction, course details, assignments.</td>
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| Friday, Jan 10   | **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.  
**Discussion Questions**: What does World Cup tell us about Europe? What is the meaning of soccer highlighted by authors? Why is national identity of soccer players questioned? |
| Monday, Jan 13   | **Defining Boundaries: Western Europe**  
Murphy et al. 2014. What is Europe? Chapter 1. From *The European Culture Area*, 1-16.  
**Discussion Questions**: 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? |
| Wednesday, Jan 15| **Defining Boundaries: Eastern Europe**  
**Email quiz-1 is due by the end of the day. See OAKS News** |
| Friday, Jan 17   | **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.  
| Monday, Jan 20   | No class. Martin Luther King’s Day.                                                                                                                                 |
| Wednesday, Jan 22| **Capitalism, liberalism, and democracy**  
John Stuart Mill, *On Liberty*  
**Discussion Questions**: 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? |
| Friday, Jan 24   | **Liberalism and democracy**  
**Discussion Questions**: 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? |
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<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Discussion Questions</th>
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| Monday, Jan 27 | Marxism and socialism  
Karl Marx and Friedrich Engels, Manifesto of the Communist Party |  | **Discussion Questions:** What is the source of society’s problems as seen by Marx? What’s the solution to these problems? |
| Wednesday, Jan 29 | Social democracy  
Berman, Sherri. 2006. “The primacy of politics: social democracy and the making of Europe’s twentieth century.” pp. 1-28. |  | **Discussion Questions:** 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? |
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.) |  | **Discussion Questions:** Do the Dutch reject markets and capitalism? How is German healthcare system funded? What’s the role of government in German healthcare? |
| Monday, Feb 3 | Fascism and nationalism  
Mussolini, Benito. Fascism  
Hitler, Adolf. Mein Kampf  
| Wednesday, Feb 5 | 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 |  |  |
| Friday, Feb 7 | Citizenship in Europe  
Howard, Marc Morjé. 2006. “Comparative Citizenship: An Agenda for Cross-National Research.” Perspectives on Politics 4 (3): 443–455. |  | **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? |
<p>| Monday, Feb 10 | Howard, The Politics of Citizenship in Europe. pp. 73-77, 83-87 (Sweden and Netherlands), 94-103, 111-114 (Austria, Denmark, and Greece) |  | <strong>Discussion Questions:</strong> 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? |
| Wednesday, Feb 12 | Howard, Marc Morjé. 2012. “Germany’s Citizenship Policy in Comparative Perspective.” German Politics and Society 30 (1): 39–51. |  | <strong>Discussion Questions:</strong> Is German citizenship as restrictive as it used to be? Why? |</p>
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<tr>
<th>Date</th>
<th>Topic and Details</th>
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<tbody>
<tr>
<td>Friday, Feb 14</td>
<td>Catch-up class</td>
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<tr>
<td>Monday, Feb 17</td>
<td>Midterm Exam</td>
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| Wednesday, Feb 19| **Minorities and discrimination**  
Documentary and discussion: The Right to Roam  
[https://www.youtube.com/watch?v=p0FC-HPv8ds](https://www.youtube.com/watch?v=p0FC-HPv8ds) |
| Friday, Feb 21   | **Minorities and discrimination**  
**Discussion Questions:** Why are the Roma marginalized in post-communist Europe? What are the challenges of integrating the Roma? Where Roma treated better under communism? |
**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? Does new names fix the problem? What is discrimination with a smile in Germany? |
| Wednesday, Feb 26| **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? |
| Friday, Feb 28   | **Ostalgie**  
Hockenos, Paul. 2014. “8 Things that were Better in East Germany.” *Foreign Policy*, Nov. 7.  
**Discussion Questions:** What’s the debate about in Ukraine and Russia? What do Ukrainians and Russians try to remember (and forget)? |
| Monday, March 2  | **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)? |
| Wednesday, March 4| **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? |
| Friday, March 6  | **Civil society in Serbia**  
Documentary and discussion: “Bringing Down a Dictator”  
Midterm grades due |
| Monday, March 9  | Civil society  
Readings TBD |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Reading/Activity</th>
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<td><strong>Discussion Questions:</strong> How do Monnet and Schuman justify European integration? Why was the EU created?</td>
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<td><strong>Online quiz:</strong> Be ready to articulate your paper topic in 3-5 sentences and list the countries you study. Why is your topic important?</td>
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<td>March 15-22</td>
<td>No class. Spring Break!</td>
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<tr>
<td>Wednesday, March 25</td>
<td>Group meetings in class to discuss paper topics – Group 1</td>
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<tr>
<td>Friday, March 27</td>
<td>Group meetings in class to discuss paper topics – Group 2</td>
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<td><strong>Written assignment:</strong></td>
<td>Watch the BBC video “Britain and Europe For Richer or Poorer.” (see link in OAKS) Fill out the worksheet as you are watching the documentary, print it out, and submit it in class. I will grade worksheets as your quizzes.</td>
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<td>Monday, Apr 6</td>
<td>Paper proposals and annotated bibliographies due. Bring hard copies to class and upload electronic copies to OAKS.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Readings</td>
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<tr>
<td>Monday, Apr 13</td>
<td>Catch-up class</td>
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<tr>
<td>Friday, Apr 17</td>
<td>No class. Professor Kovalov is presenting a paper at a conference in Chicago</td>
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<tr>
<td>Wednesday, Apr 22</td>
<td>Last class. Topic and readings TBD</td>
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<tr>
<td>Wednesday, April 29 4-7pm</td>
<td>Exam-2, time to be confirmed</td>
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**Brief Schedule of Deadlines and Key Dates**

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>January</td>
<td>17</td>
<td>Email quiz due</td>
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<tr>
<td>January</td>
<td>17</td>
<td>Debate: Is Turkey European?</td>
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<tr>
<td>January</td>
<td>20</td>
<td>No class. MLK day</td>
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<tr>
<td>February</td>
<td>5</td>
<td>Debate on ideologies</td>
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<tr>
<td>February</td>
<td>17</td>
<td>Midterm exam</td>
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<tr>
<td>March</td>
<td>9</td>
<td>Midterm grades due</td>
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<tr>
<td>March</td>
<td>13</td>
<td>Online quiz: outline your paper topic in 3-5 sentences</td>
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<tr>
<td>March</td>
<td>15-22</td>
<td>Spring Break, no class.</td>
</tr>
<tr>
<td>March</td>
<td>25-27</td>
<td>Group meetings in class to discuss paper topics</td>
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<tr>
<td>April</td>
<td>1</td>
<td>Written assignment due - Brexit</td>
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<tr>
<td>April</td>
<td>5</td>
<td>Paper proposals &amp; annotated bibliographies are due</td>
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<td>April</td>
<td>29</td>
<td>Final exam, 4-7pm</td>
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<tr>
<td>2</td>
<td>Topic</td>
<td>Citizenship</td>
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<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>
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<tr>
<td>4</td>
<td>Countries</td>
<td>15 EU members</td>
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<tr>
<td>5</td>
<td>Findings</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>
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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 “CofC Sociology Guide to Citation and Referencing.” See “Citation Guide” 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 (2-3 paragraph) summary of the most important findings of the research. What was learned from this study? A typical paragraph should be 4-6 sentences long.