

# POSC 3750 EUROPEAN INTEGRATION

SPRING 2021

Tuesday/Thursday 12:30-1:45pm

FULLY ONLINE

**PROFESSOR:** Dr. Amber Curtis

**OFFICE:** 230-C Brackett

**EMAIL:** [acurti2@clemsun.edu](mailto:acurti2@clemsun.edu)<sup>1</sup>

**OFFICE HOURS:** By appointment via Zoom<sup>2</sup>

**ZOOM MEETING ID:** 949 1124 2650

**ZOOM PASSWORD:** 765624

**THE OBVIOUS:** These are difficult and unpredictable times for us all. While I wish we could meet face-to-face this semester, please know that I am 100% invested in making this as much of an interactive, engaging, and successful experience as it can be. Toward that end, I ask for your understanding, flexibility, participation, perseverance, and communication. We've got this! 😊

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

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

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

This course takes a multidisciplinary approach weaving together perspectives from history, cultural anthropology, economics, social psychology, and political science—as well as an interactive and investigatory one in which students actively engage in the learning process. While a thorough knowledge of the EU requires a foundational description of EU treaties, structures, and

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

<sup>2</sup> I look forward to connecting with you as often as possible, however due to the online nature of this course coupled with FERPA privacy regulations, please email me to set up a specific meeting time so I can send you a private Zoom link! Also note that office hours may change some weeks due to faculty meetings and other conflicting obligations.

procedures, a good portion of this course will then delve into the symbiotic relationship between the EU and the over 500 million citizens living within its borders. What do they think of the EU? What opportunities do they have to get involved? When, why, and how does public opinion matter? How have identities and opinions changed over time, especially given enlargement, immigration, and the resulting demographic shift? How do these patterns vary across individuals and member states? This additional angle will provide students with more comprehensive insight into contemporary EU affairs.

**OBJECTIVES:** Through active engagement in class, students will:

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

**WHAT TO EXPECT:** Plan to meet synchronously via Zoom during our normal class time. (Our Zoom Meeting ID is 949 1124 2650 and the passcode is 765624; you should also be able to access meetings directly from Canvas by clicking the “Zoom” link on the left-hand side of our Canvas webpage.) During Zoom meetings, our class format will vary between lecture, small breakout groups, class discussion, and other miscellaneous activities. All Zoom meetings will be recorded and posted to Canvas under the “Zoom Recordings” module for you to access again as necessary. I will post supplemental videos and resources as applicable.

**STUDENT RESPONSIBILITIES:** Personal responsibility is more imperative than ever. All readings and assignments should be done before class time on the day they are listed to facilitate lecture and discussion. Please check Canvas and your Clemson email daily for important updates and announcements, as you will be accountable for all information transmitted via these electronic resources. Even though things are different than “normal” due to the ongoing Covid-19 situation and the fully online nature of this course, everyone is expected to pay attention, take good notes, participate actively on assignments & during Zoom class discussions, and be courteous to others.

**CRITICAL THINKING:** This course is part of the Clemson Thinks<sup>2</sup> (CT2) program and, as such, is designed to not only convey the necessity and utility of thinking critically, but also to improve students’ critical thinking abilities to make them independent thinkers, judicious consumers, attractive employees, and effective world citizens. To this end, we will clearly delineate what critical thinking means and students will complete multiple assignments to refine their personal

critical thinking skills. (These assignments will then comprise a series of artifacts demonstrating their CT proficiency.)

**INTERNATIONAL VIRTUAL EXCHANGE:** This course is being conducted in collaboration with the University of Belgrade, Serbia. At various points throughout the course, students will work with foreign students to enhance international understanding and engagement. More details to be provided.

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

- Cini, Michelle, and Nieves Perez-Solorzano Borrigan. 2019. *European Union Politics*. 6<sup>th</sup> Edition. New York: Oxford University Press. ISBN 9780198806530. → hereafter “C&B”
- Kenealy, Daniel, John Peterson, and Richard Corbett. 2018. *The European Union: How Does It Work?* 5<sup>th</sup> Edition. New York: Oxford University Press. ISBN 9780198807490. → hereafter “KPC”
- Other assigned readings accessible online and/or through Canvas
- Keep up with a reputable news source of your choice (recommended: *BBC News*, *The Economist*, *The Wall Street Journal*, etc.)

**GRADE COMPONENTS:** The course is structured as follows:

***Exams (60%)***

There will be two closed-book midterms and a cumulative final exam. **All exams will take place online. To ensure academic integrity, students will be required to use the Respondus Lockdown Browser & Monitor (which keeps tabs on students via Webcam) through Canvas.** Midterm I (worth 20%) will be held on Thursday, February 18<sup>th</sup> over material from Parts I-III of the course. Midterm II (worth 20%) will be held on Thursday, April 1<sup>st</sup> over parts IV & V of the course. The final exam (worth 35%) will take place at the university-scheduled date and time (Monday, April 26<sup>th</sup> from 3:00–5:30pm) over everything we’ve covered this semester. Mark your calendars now: exams may only be made up in the rare event of a legitimate, University-approved, and appropriately documented circumstance.<sup>3</sup>

***Group Policy Brief Project (25%)***

Students will work in small groups to create a digital portfolio profiling what they argue to be the most important issue currently facing the EU and outlining a specific policy recommendation for how the EU should address it. More detailed information coming in a separate handout soon. To underscore the importance of—and high expectations for—this assignment, there are several built-in “Project Work Days” throughout the semester. Final project weblinks must be uploaded to Canvas no later than 12:30pm on Tuesday, April 20<sup>th</sup>. A -10 points per day late penalty will be strictly enforced. Please note: given the closeness between this due date and the end of class, students will not know their project grade before the final exam!

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<sup>3</sup> Per University policy, makeup exams may require an official *documented* excuse. Note also p. 8 of the 2020 Fall Term Undergraduate Class Regulations: “In the event of an emergency, the student should make direct contact with the course instructor, preferably *before* a class or an exam takes place. It is the student’s responsibility to secure documentation of emergencies, if required.”

### ***Attendance & Participation (0%)<sup>4</sup>***

Because I want to be as flexible and understanding as possible this semester, I will not be taking attendance at Zoom meetings and there is no official “grade” for participation. That said, do not be deceived: **It is impossible to do well without being actively engaged.** Be warned: missing Zoom class and falling behind in the reading can have an extremely detrimental effect on your final course grade via its impact on your comprehension of the course material. Preparation and participation are critical as the course builds cumulatively upon all earlier material.

### **GRADE BREAKDOWN:**

Attendance & Participation – ESSENTIAL TO PASS THE CLASS

Midterm I – 20%

Midterm II – 20%

Digital Policy Brief Project – 25%

Cumulative Final Exam – 35%

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

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

**ONLINE CLASSROOM POLICY:** It should go without saying that even though we are not meeting in person this semester, students are to adhere to proper and respectful conduct at all times, particularly if/when sensitive material is presented and/or conflicting opinions arise.

**BEWARE:** The online nature of this course makes it all the more important that YOU hold yourself accountable for being prepared, paying full attention, and seeking help as you need it. It should go without saying that succumbing to the temptation to “multi-task” by checking social media or browsing the internet during class time will have a severely negative impact on your grade.

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

**CANCELLATION POLICY:** If class or office hours need to be cancelled unexpectedly, I will send an email and post a notice on Canvas in advance. If for some reason I am more than 15 minutes late to Zoom class, you may assume class that day is canceled. In the event of inclement

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<sup>4</sup> I reserve the right to change this at any time if students start taking advantage of this policy.

weather or power outages, we will follow the University's protocol as follows: "Any exam that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless the instructor contacts students. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation."

**COVID-19 POLICY:** For a student who reports testing positive or is being asked to quarantine/isolate because of exposure to the virus, it will be up to the student to inform the instructor that they will be moving to online only instruction for at least the next two weeks. Students are directed to use the Notification of Absence link in Canvas to initiate this notification, which can be found under the "Help" button on the left navigation. (For courses where Canvas is not used, the direct link to the Notification of Absence form can be found through the Division of Student Affairs site: <https://www.clemson.edu/campus-life/student-health/class-absence.html>.) Additional communication via email is encouraged; students should follow up with their instructor to develop a continued plan of study for each course. Students cannot be penalized in their grade for needing to move to online instruction.

**ACCESSIBILITY POLICY:** Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu). Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

**TITLE IX POLICY:** Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The University is committed to combatting sexual harassment and sexual violence. As a result, you should know that University faculty and staff members who work directly with students are required to report any instances of sexual harassment and sexual violence, to the University's Title IX Coordinator. What this means is that as your professor, I am required to report any incidents of sexual harassment, sexual violence or misconduct, stalking, domestic and/or relationship violence that are directly reported to me, or of which I am somehow made aware. There are two important exceptions to this requirement about which you should be aware: Confidential Resources and facilitators of sexual awareness programs such as "Take Back the Night and Aspire to be Well" when acting in those capacities, are not required to report incidents of sexual discrimination. Another important exception to the reporting

requirement exists for academic work. Disclosures about sexual harassment, sexual violence, stalking, domestic and/or relationship violence that are shared as part of an academic project, a research project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX Coordinator. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Executive Director for Equity Compliance and the Title IX Coordinator. Her office is located at 223 Holtzendorff Hall, phone number is 864.656.3181, and email address is [alesias@clemson.edu](mailto:alesias@clemson.edu).

**ACADEMIC HONESTY POLICY:** Violations of academic honesty, including cheating or plagiarism, are unacceptable and will be seriously prosecuted. Plagiarism includes—but is not limited to—borrowing ideas and paraphrasing them within a paper without properly citing them, copying passages directly from sources without enclosing them in quotation marks, purchasing or stealing another person's paper to turn in, or having someone else write an assigned paper. Note that I also consider plagiarism to include submitting your own identical work for more than one assignment or course (aka “double dipping” or “self-plagiarism”) without prior approval from both instructors. I highly recommend that you review the “Plagiarism Packet” posted in the “Resources” folder on Canvas, as well as the plethora of information on Clemson Library’s “Avoiding Plagiarism” website.<sup>5</sup> If you have any further questions, you should consult Clemson University's current Undergraduate Announcements catalog for information on rules and regulations related to academic integrity. If you have any doubt about what is or is not permissible, ask first.

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

**DISABILITY POLICY:** Students needing accommodations for disabilities should make an appointment with the office of Student Disability Services ASAP to discuss their specific needs. (See contact info below.) Qualified students must then provide me with an Academic Accommodation Letter from Student Disability Services within the first three weeks of classes to ensure your needs are met in a timely manner. I cannot guarantee accommodations for students who notify me of a disability request after this date! Please be aware that accommodations are not retroactive and that new Academic Accommodation Letters must be presented to each instructor each semester.

Student Disability Services  
Suite 239  
Academic Success Center Building  
836 McMillan Rd.  
Box 344060  
Clemson, South Carolina 29634-4060  
Phone: 864-656-6848 ; Fax: 864-656-6849  
E-mail: [sds-1@clemson.edu](mailto:sds-1@clemson.edu) ;  
Website: <http://www.clemson.edu/campus-life/campus-services/sds/index.html>

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<sup>5</sup> <http://clemson.libguides.com/AvoidingPlagiarism>

## FAQ's

### ***Are you an easy professor?***

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

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

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

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

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

### ***What would you recommend I do to be successful?***

Beyond full attendance and engagement, you must come to class prepared each day having done all necessary assignments and readings. More importantly, it is crucial that you meet with me during office hours to clarify questions, get additional help if necessary, and keep me apprised of how things are going for you.

### ***What are office hours and how do they work?***

Office hours are a first-come, first-served opportunity for private 1:1 interaction between the student and professor. The structure of these meetings is very informal and you do not even need a specific reason to schedule an appointment. (However, if you do have questions or concerns, then it's all the more important you reach out to set up a meeting.) Given the current circumstances, all office hours are conducted virtually right now via a private Zoom meeting at a time that's convenient for both parties.

### ***What should I do if I'm sick?***

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

### ***Do you offer extra credit?***

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

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

***Why do you assign a group project?***

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

***What is 'critical thinking' and why is it emphasized in this course?***

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

## CLASS SCHEDULE & ASSIGNMENTS

(Subject to change. Please check Canvas & your Clemson email daily for important updates! Make sure to do the readings specified *ahead* of Zoom class for that day, even if the indicated topic du jour doesn't necessarily match up with the associated reading. Reminder: "C&B" = Cini & Borrigan; "KPC" = Kenealy, Peterson, & Corbett. Anything else not on Canvas must be accessed through Google Scholar and/or the Clemson Library.<sup>6</sup>)

### PART I: BACKGROUND

#### Day 1: Thursday, January 7<sup>th</sup> – Introduction & Overview

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

#### Day 2: Tuesday, January 12<sup>th</sup> – Origins of the EU

- Last day to register or add a class and declare Audit or Pass/No Pass*
- Read:
  - Menon "The Paradox of Integration" (on Canvas)
- Ponder:
  - How did the last few centuries create the demand for European integration? Why was the idea of a united Europe appealing?

#### Day 3: Thursday, January 14<sup>th</sup> – Timeline of European Integration

- Watch:
  - "How Does the EU Work?" <https://www.youtube.com/watch?v=9eufLQ3sew0>
  - "Europe: From WWII to Today's European Union" <https://www.youtube.com/watch?v=xRwZyDTdCAc>
- Ponder:
  - How has European integration progressed over time?

#### Day 4: Tuesday, January 19<sup>th</sup> – NO ZOOM CLASS (Group Project Work Day #1)

*Wed 1/20: Last day to drop a class or withdraw from the University without a W*

#### Day 5: Thursday, January 21<sup>st</sup> – Evolution of the EU (*Last day to drop a class or withdraw from the University without a W*)

- Read:
  - C&B Chapter 1 "Introduction" (p. 1-8)
  - C&B Chapter 2 "The European Union: Establishment and Development" (p. 11-30)
- Ponder:
  - What are the important dates, events, treaties, countries, and actors involved in the process of European integration?

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<sup>6</sup> Make sure you are either accessing the articles from campus using the *Eduroam* network or, if working off campus, that your Clemson VPN is turned on. For more information, see [http://www.clemson.edu/ccit/get\\_connected/vpn/](http://www.clemson.edu/ccit/get_connected/vpn/).

## Day 6: Tuesday, January 26<sup>th</sup> – Evolution of the EU, Cont'd

- Read:
  - KPC Chapter 2 “How Did We Get Here?” (p. 24-45)
  - C&B Chapter 3 “From the Constitutional Treaty to the Treaty of Lisbon and Beyond” (p. 31-51)

### **PART II: THEORETICAL FRAMEWORK**

## Day 7: Thursday, January 28<sup>th</sup> – Theories of Integration

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

### **PART III: POLITICAL INTEGRATION**

## Day 8: Tuesday, February 2<sup>nd</sup> – EU Institutions & Policymaking

- Read:
  - KPC Chapter 3 “The EU’s Institutions” (p. 49-74)
- Recommended:
  - C&B Chapter 10 “The European Commission” (p. 143-156)
  - C&B Chapter 11 “The European Council and the Council of the European Union” (p. 157-175)
- Ponder:
  - What are the “main 3” institutions of the European Union? How do they each work?

## Day 9: Thursday, February 4<sup>th</sup> – EU Institutions & Policymaking, Cont'd

- Read:
  - C&B Chapter 16 “Policy-making in the European Union” (p. 235-252)
  - KPC Chapter 6 “How Policies are Made” (p. 123-145)
- Recommended:
  - C&B Chapter 12 “The European Parliament” (p. 176-188)
- Ponder:
  - What does the EU policymaking process look like? What are the different kinds of laws and policies the EU can make? Who gets to propose versus approve new laws? Over what kinds of policy areas does the EU have more versus less competence?

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**Day 10: Tuesday, February 9<sup>th</sup> – EU Enlargement**

- Read:
  - C&B Chapter 18 “Enlargement” (p. 266-280)
  - KPC Chapter 8: “EU Enlargement and Wider Europe” (p. 168-192)
- Ponder:
  - What are the various ‘waves’ of European integration? Which countries joined in each wave? What makes the 5<sup>th</sup> wave unique?

**Day 11: Thursday, February 11<sup>th</sup> – NO ZOOM CLASS (Group Project Work Day #2)**

**Day 12: Tuesday, February 16<sup>th</sup> – Catch-Up Day/Review for Midterm**

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

**Day 13: Thursday, February 18<sup>th</sup> – ONLINE MIDTERM 1 EXAM**

***PART IV: ECONOMIC INTEGRATION***

**Day 14: Tuesday, February 23<sup>rd</sup> – Economic & Monetary Union (aka, “the Euro”)**

- Read:
  - C&B Chapter 23 “Economic and Monetary Union” (p. 343-357)
- Ponder:
  - What is an ‘optimum currency area’? Why did EU members want to create a common currency? How did the euro come about? Who is (and is not) a eurozone member?

**Day 15: Thursday, February 25<sup>th</sup> – Europe’s Financial Crisis**

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



### Day 16: Tuesday, March 2<sup>nd</sup> – Europe’s Financial Crisis, Cont’d

- Read:
  - Höpner, Martin, and Mark Lutter. 2018. “The Diversity of Wage Regimes: Why the Eurozone is Too Heterogeneous for the Euro.” *European Political Science Review* 10(1): 71-96. (on Canvas)
  - Greenspan, Alan. 2011. “Europe’s Crisis is All about the North-South Split.” *Financial Times*, 6 October. <https://www.ft.com/content/678b163a-ef68-11e0-bc88-00144feab49a> (on Canvas)
- Recommended:
  - De Grauwe, Paul. 2011. “Only A More Active ECB Can Solve the Euro Crisis.” *Centre for European Policy Studies*. <https://www.ceps.eu/publications/only-more-active-ecb-can-solve-euro-crisis> (on Canvas)
- Ponder:
  - What are the various causes of the crisis? What were/are the proposed solutions?

### Day 17: Thursday, March 4<sup>th</sup> – NO ZOOM CLASS (AT-HOME MOVIE INSTEAD)

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

## PART V: PUBLIC OPINION & POLITICAL BEHAVIOR

### Day 18: Tuesday, March 9<sup>th</sup> – Citizen Support for European Integration

- Read:
  - C&B Chapter 15 “Citizens and Public Opinion in the European Union” (p. 219-231)
- Recommended:
  - Hooghe, Liesbet, and Gary Marks. 2005. “Calculation, Community and Cues: Public Opinion on European Integration.” *European Union Politics* 6(4): 419-443. (find on Google Scholar; make sure you have your Clemson VPN on)
- Ponder:
  - Why is public opinion towards the EU important? How do scholars measure ‘EU support’? What is Euroscepticism? What kinds of factors explain both individual and cross-national variation in citizen support?

### Day 19: Thursday, March 11<sup>th</sup> – NO ZOOM CLASS (Group Project Work Day #3)

*Fri 3/12: Last day to drop a class or withdraw from the University without a W*

**March 16<sup>th</sup> & March 18<sup>th</sup> – NO CLASS OR OFFICE HOURS (Spring Break)**

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### Day 20: Tuesday, March 23<sup>rd</sup> – EU Engagement

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

### Day 21: Thursday, March 25<sup>th</sup> – Democratic Deficit

- Read:
  - C&B Chapter 9 “Democracy and Legitimacy in the European Union” (p. 127-140)
  - KPC Chapter 7 “Democracy in the European Union” (p. 146-164)
- Ponder:
  - What does it mean to be ‘democratic’? How democratic should the EU be? How democratic is it now versus in the past?

### Day 22: Tuesday, March 30<sup>th</sup> – Catch-Up Day/Review for Midterm

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

### Day 23: Thursday, April 1<sup>st</sup> – ONLINE MIDTERM II EXAM

### Day 24: Tuesday, April 6<sup>th</sup> – NO ZOOM CLASS (Group Project Work Day #4)

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## PART VI: CULTURAL (DIS)INTEGRATION

### Day 25: Thursday, April 8<sup>th</sup> – European Identity

Read:

- Fligstein, Neil, Alina Polyakova, and Wayne Sandholtz. 2012. “European Integration, Nationalism and European Identity.” *Journal of Common Market Studies* 50(1): 106-122. **(find on Google Scholar; make sure you have your Clemson VPN on)**
- Ceka, Besir, and Aleksandra Sojka. 2016. “Loving It but Not Feeling It Yet? The State of European Identity After the Eastern Enlargement.” *European Union Politics* 17(3): 482-503. **(find on Google Scholar; make sure you have your Clemson VPN on)**

Ponder:

- What are the various ways in which EU citizens may identify? Why is a superordinate identity desirable? What does it mean—and therefore require—to be ‘European’? What explains why some people see themselves as exclusively national versus inclusively European?

### Day 26: Tuesday, April 13<sup>th</sup> – Immigration Attitudes & Policy

Read:

- Dancygier, Rafaela M. 2010. “Conclusion.” In *Immigration and Conflict in Europe*. New York: Cambridge University Press, 292-298. **(on Canvas)**
- Toshkov, Dimitar, and Elitsa Kortenska. 2015. “Does Immigration Undermine Public Support for Integration in the European Union?” *Journal of Common Market Studies* 53(4): 910-925. **(find on Google Scholar; make sure you have your Clemson VPN on)**

Ponder:

- What’s the difference between emigration and immigration? Why is this important? What explains variation in public opinion towards immigration? Why does the EU need immigrants?

### Day 27: Thursday, April 15<sup>th</sup> – Immigration Attitudes & Policy, Cont’d

Read:

- Betts, Alexander. 2016. “The Elephant in the Room: Islam and the Crisis of Liberal Values in Europe.” *Foreign Affairs* **(on Canvas)**
- Park, Jeanne. 2015. “Europe’s Migration Crisis.” *Council on Foreign Relations*. <http://www.cfr.org/refugees-and-the-displaced/europes-migration-crisis/p32874#share> **(on Canvas)**
- “Europeans Fear that Refugee Influx Raises Terror Threat.” *Euractiv.com*. July 12, 2016. **Find online at:** <http://www.euractiv.com/section/elections/news/europeans-fear-that-refugee-influx-raises-terror-threat/>

Ponder:

- How did the EU’s migration crisis unfold? What were various countries’ reactions to it? Who were the main groups of immigrants coming into the EU? Why did this matter? How able were policymakers to address the migration crisis at the EU level? Why?



**Day 28: Tuesday, April 20<sup>th</sup> – Current Issues: Brexit**

- GROUP PROJECTS DUE TO CANVAS BY 12:30PM**
- COMPLETE COURSE EVALUATIONS ON CANVAS**
- Read:
  - C&B Chapter 27 “Brexit” (p. 406-424)
  - KPC Chapter 10 “Brexit and the Future of Two Unions” (p. 216-237)
- Recommended:
  - Cameron, David. 2013. “Britain and the EU.” Speech given at Bloomberg, London, January 26. <https://www.gov.uk/government/speeches/eu-speech-at-bloomberg> **(on Canvas)**
  - Menon, Anand. 2016. “Uniting the United Kingdom: What Comes After Brexit.” *Foreign Affairs* **(on Canvas)**
- Ponder:
  - What ‘caused’ Brexit? How did the events of Brexit transpire? Who was more likely to vote ‘leave’ versus ‘remain’? What happened *after* the Brexit referendum? Where does the UK stand now?

**Day 29: Thursday, April 22<sup>nd</sup> – The Future of the EU**

- LAST DAY OF CLASS**
- Read:
  - C&B Chapter 28 “The Future of the EU” (p. 425-435)
  - KPC Chapter 11 “Conclusion” (p. 238-252)
- Recommended:
  - Menon, Anand. 2008. “Europe’s Unlovable Union.” In *Europe: The State of the Union*. Atlantic Press, p. 247-252. **(on Canvas)**
  - Hooghe, Liesbet, and Gary Marks. 2008. “European Union?” *West European Politics* 31(1-2): 108-129. **(find on Google Scholar; make sure you have your Clemson VPN on)**
- Ponder:
  - Where does the EU go from here? What does the future of European integration look like?

**CUMULATIVE ONLINE FINAL EXAM:**

Monday, April 26<sup>th</sup> from 3:00-5:30pm

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

Looking forward to a great semester,  
Dr. Curtis