
European Government and Politics

COURSE DESIGNATOR LNDN 3432

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

COURSE DESCRIPTION

Where and what is Europe? Who are the Europeans? What is Europe's future? „Europe“ has been a cultural idea that European elites have struggled to impose on the chaotic diversity of their continent. How has the concept „European“ been defined historically, and in relation to whom? This interdisciplinary course addresses these fundamental questions of geography, society and identity by tracing the history of „Europe“ as a cultural and political idea and the cultural, political and economic factors that have shaped modern Europe. Such issues have been brought into close focus by the implications of European integration, destabilising assumptions about the territorial extent of Europe and the scales at which government, sovereignty and citizenship should operate. This course investigates the various processes that have made Europe such a distinctive, dynamic and highly varied region and examines the historical roots of current tensions between – and within - the nation-states of Europe, such as ethnic nationalism and imperial competition.

The course also explores the transformation of contemporary Europe by the European Union and examines competing political visions for the EU's future. Students will encounter many competing ideas of Europe, in an exploration of the role of landscape, memory and nation- hood in forging – and undermining - the complex cultural and political identities of Western, Central and Eastern European states. The focus throughout will be on topical issues shaping European politics such as the impacts of immigration and attitudes towards migrants, European „enlargement“ and the cultural politics of identity experienced by contemporary Euro- peans. Finally, the course will consider how the past operates in the present to re-shape Europe as a political space and a category of identity, examining the significance of Europe's relationship with others outside the European region, the legacy of conflict between member states and the challenges offered by globalisation to contemporary understandings of „Europe“. Case studies will include the UK, Spain, Germany, France and Central Europe and will be tailored to individual student interests and topical issues of European affairs current in the media.

This highly interdisciplinary course will be of interest to students in a wide variety of disciplines such as Political Science, International Relations, Geography, History, Literature and Cultural Studies, Art History, Economics, as well as others interested in European studies. It is intended to develop students' understanding of contemporary European culture, politics and society and enable them to contextualise their own travels in the UK and continental Europe.

LEARNING OUTCOMES

- Interpretation and analysis of a wide range of primary sources, including written texts, museum and gallery displays and the cityscape of London and other European cities.
- The application of concepts, theories, and methodologies from political science, history, social & and cultural studies.
- Evaluation of different forms of evidence and political, historical and sociological arguments.
- Presentation of new knowledge and understanding orally and in written form.
- Active class discussion and critical commentary on current affairs.
- Development of research skills and independent initiative in preparing written and oral assignments for class.

METHODOLOGY

There will be a mix of introductory lectures, class discussion, student presentations and a substantial part of the learning will be experiential, that is, in the form of field studies around London. I expect you to learn actively during all of these activities: always ask questions and take notes. Independent learning will also occur at My Education events during the semester, offering the opportunity for students to contextualise their everyday experiences in London and consider how British and European identities are represented through different events, institutions, exhibitions, museums, architecture,

and London's cityscape.

You will be able to gain credit for participation and also in your written work for reference to My Education events / sites etc as appropriate. Reflections on these experiences may be incorporated into your written work, class participation or final exam where appropriate, for example, the ME visits to **Brick Lane** www.visitbricklane.com , **the Museum of London** <http://www.museumoflondon.org.uk/English> or **British Museum** <http://www.britishmuseum.org/> amongst many others.

The Contemporary Film series that CAPA is running will also include films which will enhance your understanding of modern European societies and cultures, such as *This Is England*, and the ways in which they are represented in cinema.

Weekly readings will be made available in xerox or electronic format. It is imperative that you do the assigned readings before the tutorial for which they are assigned, as you will be required to discuss and evaluate these ideas in the sessions. I will guide you in your reading and introduce new topic areas to you through lecture presentations which are intended as a springboard for discussion.

Field classes form an important component of this course; attendance at these classes is mandatory. Field classes present a valuable opportunity to learn about the forces which have shaped, and continue to shape, European cultures and societies and compare and contrast the UK and London with their European neighbours. We will interpret the sites we visit through class discussion as well as in written work.

We will also make use of other relevant My Education events and excursions, as well as draw on students' own individual travel experiences in the UK and Europe during the semester, as appropriate.

REQUIRED READING AND RESOURCES

Weekly readings will mostly be provided as a xeroxed course reader and some electronically in pdf format. You are also encouraged to read quality British and other European newspapers every week to keep up with current events in Europe. Acceptable newspapers include *The Guardian*, *The Observer*, *The Financial Times*, *The Times*, *The Daily Telegraph* or *The Independent* as well as the others discussed above.

Note: Extra participation marks will be awarded for bringing in and discussing relevant news stories in class during the semester. Course readings may be subject to change.

Alesina, Alberto and Francesco Giavazzi (2006): *The Future of Europe: Reform or Decline*. I.I.T. Press

Anderson, B. (1991): *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso, London
Ash, T.G. (2004). *Free World: America, Europe and the Surprising Future of the West*, New York: Random House

Bauman, Z. (2004): *Europe: An Unfinished Adventure*, Polity, London

Bayliss, J. and J. Roper (eds.). (2006). *The United States and Europe: Beyond the Neo-Conservative Divide*. London: Routledge.

Black, Jeremy. (2003). *A History of the British Isles*. London: Palgrave.

Boswell, D. & J. Evans, eds. (1999): *Representing the Nation: A Reader. Histories, Heritage and Museums*, Routledge, London

Burma, Ian. (2006). *Murder in Amsterdam: The Death of Theo Van Gogh and the Limits of Tolerance*. New York: Penguin

Chimisso, C. (2003): *Exploring European Identities*, Open University, Milton Keynes.

Colley, L. (2003): *Britons: Forging the Nation: 1707-1837*, Pimlico, London

Davies, Norman. (1996). *Europe: A History*. Oxford: O.U.P.

Davies, Norman. (2006). *Europe East and West*. London: Jonathan Cape.

- Dell'olio, Fiorella. *The Europeanization of Citizenship: Between the Ideology of Nationality*. Burlington: Ashgate.
- Eichengreen, Barry. (2006). *The European Economy Since 1945: Coordinated Capitalism and Beyond*. Princeton: Princeton University Press
- Heffernan, M. (1998): *The Meaning of Europe: Geography and Geopolitics*, Arnold, London
- Hellyer, H.A. (2009): *Muslims of Europe: The 'Other' Europeans*, Edinburgh University Press, Edinburgh
- Judt, Tony. (2005). *Postwar: A History of Europe Since 1945*. New York: Penguin
- Kerney, H.F. (1995). *The British Isles: A History of Four Nations*: Cambridge: C.U.P.
- Lebovics, H. (2004). *Bringing Europe Back Home: France in a Global Age*. Durham: Duke University Press.
- McNeill, D. (2004): *New Europe: Imagined Spaces*, Hodder Arnold, London
- Mak, Geert. (2007). *In Europe: Travels Through the Twentieth Century*. New York: Pantheon.
- Markovits, Andrei S. (2007). *Uncouth Nation: Why Europe Dislikes America*. Princeton, N.J.: Princeton University Press.
- Mak, Geert. (2007). *In Europe: Travels Through the Twentieth Century*. New York: Pantheon
- Mohan, J. (1999): *A United Kingdom? Economic, Social and Political Geographies*. London, Arnold.
- Morley, D. & K. Robins, eds. (2001): *British Cultural Studies: Geography, Nationality and Identity*, Oxford University Press, Oxford
- Ostergren, R.C. & J.G. Rice (2004): *The Europeans: A Geography of People, Culture, and Environment*, The Guilford Press, New York
- Palin, M. (2007): *New Europe*, Weidenfeld & Nicolson, London
- Pittaway, M. (2003): *Globalization and Europe*, Open University, Milton Keynes
- Reid, T.R. (2004). *The United States of Europe: The New Superpower and the End of American Supremacy*. New York: Penguin.
- Rifkin, Jeremy. (2004). *The European Dream: How Europe's Vision of the Future is Quietly Eclipsing the American Dream*. New York: Penguin.
- Storry, M. & P. Childs, eds. (2002): *British Cultural Identities*, 2nd edition, Routledge, London
- Unwin, T., ed. (1998): *A European Geography*, Longman, Harlow
- Wiegel, John. (2005). *The Cube and the Cathedral: Europe, America and Politics without God*. New York: Ignatius Press.
- Ye'or, Bat. (2005). *Eurabia: The Euro-Arab Axis*. Madison, N.J.: Fairleigh Dickinson University Press

USEFUL WEBSITES

On the UK

Guardian Newspaper Online: What is Britain? <http://www.guardian.co.uk/uk/britishidentity>

British Political History: <http://bubl.ac.uk/link/b/britishpoliticalhistory.htm>

Moving Here (Migration to UK): <http://www.movinghere.org.uk/> Who Do We Think We Are?:

<http://www.whodowethinkweare.org.uk/>

Uniting the Kingdoms: <http://www.nationalarchives.gov.uk/utk/>

On Europe

BBC News Europe: <http://news.bbc.co.uk/2/hi/europe/default.stm>

BBC News: Inside Europe http://news.bbc.co.uk/2/hi/in_depth/europe/2003/inside_europe/default.stm

BBC News Online: Gavin Hewitt (BBC's Europe editor) Blog: <http://www.bbc.co.uk/blogs/thereporters/gavinhewitt/>

GRADING

CAPA PROGRAM AND INSTRUCTOR POLICY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

CLASS PARTICIPATION AND ATTENDANCE

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A- B+	90-92 87-89	Achievement that is significantly above the level necessary to meet course requirements.
B B-	83-86 80-82	Achievement that meets the course requirements in every respect.
C+ C	77-79 73-76	Achievement that meets the course requirements in every respect.
C- D+	70-72 67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D F	60-66 <59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

GRADING FOR ASSIGNMENTS

Group discussion/Class participation	10%
Newspaper Assignment	15%

Field Study Paper	30%
Presentation	15%
Final Exam	30%

SCHEDULE AND ASSIGNMENTS

Week 1	
Lesson 1	Introduction to the class
	<p><i>Introduction – Imagining Europe</i></p> <p>Newspaper and field study assignment details Introduction to European political, physical and cultural geographies.</p> <p>Video Screening & discussion: <i>Little Europe</i> (BBC, 2005)</p>
Week 2	
Lesson 2	World War Two and its European Legacy
	<p>Class begins at 2pm at the main entrance to the IWM http://london.iwm.org.uk/</p> <p>Field study: visit to the Imperial War Museum, Lambeth: <i>Outbreak 1939</i> and <i>Holocaust Exhibition</i></p> <p>Reading: From Davies, Norman. (1996). <i>Europe: A History</i>. Oxford: O.U.P. Heffernan, M. (1998): <i>The Meaning of Europe: Geography and Geopolitics</i>, Arnold, London, pps.131-178</p>
Week 3	
Lesson 3	The Idea of Europe: What is It? Who Belongs to It?
	<p>Newspaper assignment due in class</p> <p>“Europe” has been a cultural idea that European elites have struggled to impose on the chaotic diversity of their continent”. How has the concept „European” been defined historically, and in relation to whom?</p> <p>Reading: McNeill, D. (2004): „Europe and the nation”, in <i>New Europe: Imagined Spaces</i>, Hodder Arnold, London, pp. 36-67 McNeill, D. (2004): „Borderlands and barriers”, in <i>New Europe: Imagined Spaces</i>, Hodder Arnold, London, pp.144-161 Unwin, T. (1998): <i>A European Geography</i>, Chapter 1: „Ideas of Europe”, pp. 1-16.</p>

Screening & Discussion: *Dispatches: Living With Illegals* (Channel 4, 2006)

Week 4

A Disunited Kingdom? UK Parliament & Devolution

Lesson 4

Cannadine, D. (2003): „Parliament: the Palace of Westminster as the Palace of Varieties“, in *In Churchill's Shadow*, Penguin, Harmondsworth
Colley, L. (1992): „Britishness and Otherness: An Argument“, *Journal of British Studies* 31, pps 309-321 <http://www.jstor.org/pss/175883>
Esler, G. (2000): „The Battles of Britain“, *Telegraph magazine*, 10 Oct. Screening & discussion: *The Palace of Westminster: the People's Palace* (BBC, 2003)

Field study to the Palace of Westminster to be confirmed: date tba

Week 5

Is Britain a European Country?

Lesson 5

Braithwaite, R. (2003): „End of the affair“, *Prospect*, May, pp.20-23 Garton Ash, T. (2001): „Is Britain European?“, *Prospect*, Feb, pp. 26-30
Sullivan, A. (1999): „There Will Always Be An England“, *The New York Times Magazine*, 21 February <http://www.nytimes.com/1999/02/21/magazine/farewell-britannia-there-will-always-be-an-england.html>

Screening & Discussion: *A Modern History of Britain: the 1990s* (BBC, 2008)

Week 6

Modern Spain – lecture by Jason Webster at the Instituto Cervantes

Lesson 6

Field study: Lecture takes place at the Instituto Cervantes, 102 Eaton Square at 18:30 in lieu of normal class time Website: <http://londres.cervantes.es/en/default.shtm>

Reading: Bryson, B. (1992): „The New World of Spain“, in *National Geographic*, pp. 3-33 Nogué, J. and J. Vicente (2004). „Landscape and national identity in Catalonia.“ *Political Geography* 23: 113-132.

Week 7

Lesson 7

Mid-Semester Break (No classes)

Week 8

Lesson 8	Spain: Between Past and Future
	<p>Screening & Discussion: <i>Remembering the Civil War</i> (BBC, 2009)</p> <p>Reading: ‘Contemporary Spain, a country located on the margins of Europe, is now forced to reconcile tradition and rapid modernisation, whilst rethinking the political significance of its recent past’.</p> <p>Flynn, M. K. (2001). ‘Constructed identities and Iberia.’ <i>Ethnic and Racial Studies</i> 24(5): 703- 718.</p> <p>Graham, H. & Sanchez, A. (1995): ‘The Politics of 1992’, in H. Graham & J. Labanyi, eds., <i>Spanish Cultural Studies</i>, pp. 406-418, Oxford University Press, Oxford</p> <p>Gristwood, A. (1999): ‘Commemorating empire in twentieth-century Seville’ in F. Driver & D. Gilbert, eds., <i>Imperial Cities: Landscape, Display, and Identity</i>, pp. 155-173, University of Manchester Press, Manchester</p>

Week 9

Lesson 9	The European Union: Integration and Exclusion
	<p>A complex set of economic, social and political processes is re-defining „Europe“. What kind of criteria are being used to define „Europeanness“ and how and why are they being con- tested?</p> <p>Screening & discussion: <i>Europuzzle: A European identity?</i> (BBC, 2000)</p> <p>Reading: Hart, M. (1999): ‘Convergence, cohesion and regionalism: contradictory trends in the New Europe’, in B. Graham, ed., <i>Modern Europe: Place, Culture and Identity</i>, Arnold, London, pp.164-185</p> <p>Hudson, R. (2000): ‘One Europe or many? Reflections on becoming European’, in <i>Transactions of the Institute of British Geographers</i>, 25, pp. 409-426</p> <p>McNeill, D. (2004): ‘The Europeanisation of Europe’, in <i>New Europe: Imagined Spaces</i>, Hod- der Arnold, London, pps. 9-35</p> <p>FIELD STUDY: <i>The UK Office of the European Parliament, St Anne’s Gate, London - to be confirmed</i></p> <p>Official website: http://www.europarl.org.uk/index.htm</p>

Week 10

Lesson 10	Berlin, Germany & the New Europe
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	<p>„The emerging cultural landscapes of Berlin reflect the complex politics of contemporary European identity“</p> <p>Screening: <i>Goodbye Lenin</i> (Becker, 2003)</p> <p>Reading: Cochrane, A. & Passmore, A. (2001): „Building a national capital in an age of globalization: the case of Berlin“, in <i>Area</i> 33: 4, pp. 341-352 Leslie, E. (1996): „Wrapping the Reichstag: re-visioning German history“, <i>Radical Philosophy</i> 77, pp. 6-16 Till, K.E. (2005): <i>The New Berlin: Memory, Politics, Place</i>, University of Minnesota Press, Minneapolis, Chs 1 & 6</p>
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Week 11

	Central & Eastern Europe: Integration & Change
Lesson 11	<p>Screening & discussion: <i>Where Europe Ends</i> (Romania, 2007) http://www.whereuropeends.eu/trailer.html</p> <p>Reading: Garton Ash, T. (2000): „Where is Central Europe Now?“ in his <i>History of the Present: Essays, Sketches and Dispatches from Europe in the 1990's</i>, pp. 383-397, Penguin, Harmondsworth. Pittaway, M. (2003): <i>The Fluid Borders of Europe</i>, Chapter 3, pp.114-157, Open University, Milton Keynes Stenning, A. (2005): „Out there and in here: studying Eastern Europe in the West.“ <i>Area</i> 37 (4), pp. 378-383 http://www.blackwell-synergy.com/doi/abs/10.1111/j.1475-4762.2005.00647.x</p> <p>FIELD STUDY PAPER ASSIGNMENT DUE IN CLASS</p>

Week 12

Lesson 12	STUDENT PRESENTATIONS 1
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Week 13

Lesson 13	Review STUDENT PRESENTATIONS 2
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Week 14

Lesson 14	Final exam in class
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Newspaper Assignment: 15% Roughly 800 words, 3 pages double-spaced max.

Due: in class in Week 3

For this short assignment you will choose a current news story about European affairs in society, politics or culture from a quality British newspaper, such as *The Guardian*, *The Observer*, *The Financial Times*, *The Times*, *The Daily Telegraph* or *The Independent*, or from another European paper, such as *Die Zeit* (Germany), *El Pais* (Spain) or *Le Monde* (France). Many

European papers have English language editions and digests available online. In 800 words or so, you should summarise the main points of your chosen story and explain its significance for understanding the nature of European politics and society today. How do the concepts and ideas discussed in class help us to understand the events or debate more clearly? You may find it useful to follow a developing story that is emerging over the period up to week 3 if you wish and to consider how it is portrayed in papers from more than one European country. Please attach a copy of the story to your assignment.

Field Study Paper: 30% Maximum 6 double-spaced pages.

Due: in class in Week 11

This assignment is based on one of the field classes for the course. It involves a written analysis of the field study to assess its significance in understanding modern European politics, cultures and societies. Your analysis of the site, institution or event should be analytical rather than descriptive, based on a clearly-stated thesis, and supported by secondary readings. Specific assignment details and questions will be provided before each field class. The aim of the field study assignment is to „read“ the sites you encounter for what they reveal about politics, identity and culture in modern Europe, and to write analytically about them. We will discuss how to do this in class, and a writing guide will be provided. Suggested contextual readings for the field studies will also be provided along with questions and themes to consider. You will find books in the CAPA Resource Centre and the Senate House Library that contain relevant material for this assignment in particular and the course in general as well as useful material through your institutional online access to scholarly journals. Whilst your main source will be your own observations at the site itself, your analysis must be supported by a minimum of five secondary sources, which you should cite in a bibliography. Please feel free to discuss your work in progress with me; I am happy to offer advice and guidance. Please ensure that you keep a spare copy of all assignments handed in, in case they go astray.

Presentation: 15% To take place in Class in Weeks 12 & 13

To further develop your research and analytical skills, you should select a specific country, region or city in Europe. In groups, you will be asked to make a short presentation about your choice and lead group questions and discussion about your chosen case study. You will produce a summary analysis (themes such as political structure and status, cultural distinctiveness, economic structure, current developments) of your chosen case study. Examples might include: Scottish Highlands; Wales; Lombardy (Italy); Catalonia (Spain), Mezzogiorno (Italy); Bavaria (Germany); Brittany (France); the Basques (Spain); Macedonia; Cyprus; Sardinia; Corsica; Galicia; Andalusia (Spain); European diasporas such as the Romanians; a „cyber-place“; one of Europe’s „city-regions“ or town-cultures – Brussels, Paris; Rhine Ruhr conurbation. I am also open to suggestions! If a particular case study or thematic topic interests you, please feel free to discuss it with me.

Each group will present for 20-30 minutes maximum, including time for discussion and set-up. Your presentations will be marked individually. Therefore, since you are working as a group, it is important that each member makes a significant contribution to the project. Ideally, each person should contribute equally. These presentations should be analytical in nature and illuminate key themes from the course such as nationalism or European integration in relation to the example chosen. Presentations should include reference to relevant concepts, theories and examples from set readings, field studies or any other relevant field experience where appropriate. They should also involve class questions and discussion. Sources may include the national and international press and relevant web-based resources such as BBC News Online.

Student presentations will be assessed by the depth and breadth of your analyses and how well you apply insights and contextual ideas from the course as well as the following criteria:

- Preparation and organization
- Quality of content and analysis, including connection with core themes of the course
- Quality of delivery
- Ability to generate effective discussion and class questions

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.