

European Integration and Politics of Belonging in Europe

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COURSE DESCRIPTION

Who are the Europeans and how did they create the European Union, a unique partnership of 27 states and an ever more important international actor? This course covers the main political, social and economic developments in Europe since the middle of the 20th century until the present day. We will study promises and achievements of European integration, including peace, democracy, economic prosperity and protection of human rights. Gender, migration and environment will be important cross-cutting themes. Our journey will start in 1945, when the post-WW2 destruction recasted debates about independence and interdependence of states and people. We will discuss how East and West Europeans, separated until 1989 by an almost impermeable Iron Curtain, created supranational institutions, of which those that emerged in the West proved more viable. The 1989 opened a new chapter in European politics. Demise of authoritarian structures in the East paved way towards deeper integration with the West and brought fascinating debates about catching up, belonging (identity) and possible futures. Our journey will take us through post-socialist transformations all the way to the themes shaping the most recent decade, including presence of women in public life, environmental degradation and new questions opened by refugee crises. The course covers current events in European politics and EU's role in the world and offers analytical lenses for thinking about them in historical perspective. Current affairs sections pay particular attention to gender, migration, climate change, as well as changing patterns of work and economic inequalities. Course reader consists of interdisciplinary literature in European Studies, including IR, Political Theory, Economics, History and Anthropology. After taking the course students should have an advanced understanding of key ideas and interests shaping European integration and the many ways in which Europeans and their neighbors negotiate their belonging and identity. Classes are interactive, students are expected to be familiar with required reading and encouraged to critically engaged with the studied material. In case the government regulations would require the school to switch to online or hybrid mode for a period of time, the group sessions will be complemented with individual tutorials.

ASSIGNMENTS AND GRADING POLICY

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| 1. Attendance and in-class participation | 30 % |
| 2. Mid-term exam | 30 % |
| 3. Final exam | 40 % |

Both exams consist of an in-class quiz and an essay assignment (final essay is a take-home). Instructions for preparation will be provided in class. The participation assignment will include a few short homeworks throughout the semester. In case the class will have to switch to online/hybrid format for a period of time, structure of assignments might be adjusted to better respond to students' learning needs.

Letter Grade	Percentage	Description
A	93-100	Outstanding work
A-	90-92	
B+	87-89	Good work
B	83-86	
B-	80-82	
C+	77-79	Acceptable Work
C	73-76	
C-	70-72	
D+	67-69	Work that is significantly below average
D	63-66	
D-	60-62	
F	0-59	Work that does not meet the minimum standards for passing the course

STYLE OF INSTRUCTION

This course is designed as a conversation. A typical session will consist of a warm-up debate reflecting current events relevant to the course material, a lecture introducing key issues scheduled for the day, reading-based discussion and shorter lecture segments delving deeper into nuances of the covered material. Additional text and audiovisual clips will be provided in class to stimulate our thinking on core topics.

The way to get the most of the course is to come prepared & be engaged. This means: read the materials, think about them, take notes of the questions you would like to discuss in the sessions. I encourage you to critically engage with the course material, ask questions, make comments. Do not hesitate to arrange an individual appointment with your lecturer if you have trouble with some of the course material or would like to receive more guidance. Please do note that a regular engagement with course material is likely to translate in deeper knowledge and better grades than once in a while intense attention to the course.

The course follows UPCES attendance policy. Please note that breach of this policy will result in point deduction and may lead to an F grade. Submission of late work will result in point deduction and may lead to an F grade.

In case the pandemic situation will require that the course is switched to an online or hybrid model for a period of time, the style of instruction will be adjusted in the following way: the course will consist of online group sessions and individual (1 on 1) tutoring for every student in class. This is a method that has been well received by a previous cohort of students and basically means that the class will meet in a shortened joint session which will consist of an introductory lecture and a group conversation and individual (one on one) tutoring sessions will follow. This means that every student will have an individual meeting with a lecturer, in which they can discuss the course material and specific issues of their course-related interest. Please note that students are encouraged to arrange an individual consultation also throughout the standard semester.

The Undergraduate Program in Central European Studies (UPCES) seeks to promote and ensure academic honesty and personal integrity among students. Academic honesty is vital to integrity of the program. Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for the supervising of that academic work or fairly attributed to the source of assistance or information). Students and faculty who believe that an act of academic dishonesty has taken place should contact the Director of UPCES.

UPCES Non-Discrimination/Harassment Policy

The UPCES program in Prague promotes a diverse learning environment where the dignity, worth, and differences of each individual are valued and respected. Discrimination and harassment, whether based on a person's race, gender, sexual orientation, color, religion, national origin, age, disability, or other legally protected characteristic, are repugnant and completely inconsistent with our objectives. Retaliation against individuals for raising good faith claims of harassment and/or discrimination is prohibited.

UPCES Diversity Policy

UPCES fully embraces diversity and strives to create a safe and welcoming environment for students from all backgrounds. Prague is a diverse community and UPCES is no different. All students should feel at home while studying abroad and UPCES will do its utmost to make sure that becomes a reality. Although unique challenges may arise, we believe that students from all walks of life will encounter wonderful opportunities for enrichment as they explore a new culture while studying abroad.

TOPICS AND A READING LIST

Course materials are available on the course website. Some texts can be found in the school library, most can be accessed electronically. The reading list might be amended during the course. Notifications about changes will be emailed in advance.

Week 1

UPCES introductory lectures

Week 2

Introduction to the course. Themes, methods, homework, rules and rights. Politics, policy and polities in the European Union.

Reading:

Excerpts from Jeremy Rifkin's *European Dream* (Penguin, 2003).

UACES with Dr Simona Guerra "The Early Women of European Integration", May 2022, <https://euradio.ideasononeurope.eu/2022/05/16/the-early-women-of-european-integration/>

Herszenhorn, David "Thousands Demand Resignation of Ukraine Leader", *The New York Times*, December 1, 2013, <http://nyti.ms/ICFuS4>

Conclusions in Frantz Fanon's *The Wretched of the Earth* (Penguin 2001; orig. 1963)

Articles 2 and 49, Lisbon Treaty (Treaty on the European Union)

Week 3

Who are the Europeans? Why was it so easy to invent the French, the Slovaks or the Germans, yet invention of Europeans seems to be a mission impossible? Belonging as an analytical lens. Writing about EU-rope: introduction to sources.

Reading:

Cris Shore, "Creating the people's Europe: symbols, history and invented traditions". In: Shore *Building Europe: the Cultural Politics of European Integration* (London and New York: Routledge, 2000), pp. 40-65.

Nira Yuval-Davis "Belonging and the politics of belonging". *Patterns of Prejudice* 40, no. 3(2006): 197-209.

"Introduction: Framing the Questions" In Nira Yuval Davis, *The Politics of Belonging: Intersectional Contestations*. London: Sage, 2011.

Week 4

Postwar. Destruction and longing for "normalcy". Beginnings of two integrations (east/west). The Schuman declaration and early institutions. Interdependence and supranationalism.

Reading:

Tony Judt, *Postwar: a history of Europe since 1945*. (London: William Heinemann, 2005).

Select parts in chapters 1, 3, 4

Gabriele Abels and Heather McRae *Whose Story is it Anyway: Studying European Integration with a Gender Lens*. The Routledge Handbook of Gender and EU Politics. London: Routledge, 2021. Excerpts.

The Schuman Declaration of May 9, 1950

http://ec.europa.eu/publications/booklets/eu_documentation/04/txt07_en.htm#declaration

Week 5

The US and European integration. The NATO and the Marshall Plan. Questions of independence and interdependence. Eastern and western political economies and crisis oriented policies. Decolonization and its impact on West European integration. Prosperity and crisis.

Reading:

Judt, *Postwar*, select parts in chapters 8, 10, 14, 17

Address given by J.F.K in Philadelphia, July 4, 1962 (2 pages)

http://www.ena.lu/address_given_john_kennedy_philadelphia_july_1962-020002861.html

Nicolaidis, Kalypso, Berny Sebe and Gabrielle Maas. Eds. *Echoes of Empire: Memory, Identity and Colonial Legacies* (London: I.B. Tauris, 2015). (Selected sections.)

Week 6

Stillness and stirrings in the Eastern bloc. Dissidents and the “Power of the powerless”. The wo/men who asked uncomfortable questions.

Reading:

Brier, Robert ‘Gendering Dissent: Human Rights, Gender History and the Road to 1989’

Eurozine, September 2019, <https://www.eurozine.com/gendering-dissent/?pdf=>

Vaclav Havel, ‘*Power of the Powerless*’, 1978. (excerpts).

Judt, *Postwar*, sections in chapters 9, 18.

Linkova, M. and Strakova, N. (eds.) (2017) *Bytová revolta: jak ženy dělaly dissent*. [Women dissent in pre-1989 Czechoslovakia].

Week 7

Midterm exam (an in-class quiz and an essay).

The East Meets the West: introduction to the socio-political processes that shaped the integration of two formerly hostile blocs.

Reading:

Tony Judt, Chapter 21

Dace Dzenovska and Nicolas De Genova. “Desire for the political in the aftermath of the Cold War”. *Focaal – Journal of Global and Historical Anthropology* 80 (2018): 1-15.

Introduction in Jennifer A. Miller. *Turkish Guest Workers in Germany: Hidden Lives and Contested Borders, 1960s to 1980s*. (Toronto: University of Toronto Press, 2018).

Week 8

EU's Big Bang Enlargement: Integration of post-socialist states into the European Union. Rights, interests and catching up. Westernization and democratization as contested goals.

Reading:

Helen Sjursen "Why Expand? The Question of Legitimacy and Justification in the EU's Enlargement Policy". *Journal of Common Market Studies* 40, no 3(2002): 491-513.

Yuson Jung. "The Inability Not to Follow: Western Hegemonies and the Notion of 'Complaisance' in the Enlarged Europe". *Anthropological Quarterly* 83, no 2(2010): 317-353.

Visegrad declaration, 1991, <http://www.visegradgroup.eu/documents/visegraddeclarations/visegrad-declaration-110412>

Jiřina Šiklová, "Backlash". *Social Research* 60, no. 4 (1993): 737-749.

Lucia Najšlová *Foreign Democracy Assistance in the Czech and Slovak Transitions*. Madrid: FRIDE, 2013.

Week 9

Can Turkey Be European? Why is it often considered the most controversial candidate for membership? And what role has it played in addressing Syrian refugee crisis?

Reading:

Feyzi Baban and Fuat Keyman, "Turkey and Postnational Europe: Challenges for the Cosmopolitan Political Community", *European Journal of Social Theory* 11, no. 1 (2008): 107-124.

International Crisis Group (2018) Turkey's Syrian Refugees: Defusing Metropolitan Tensions. *Report No. 248*, January 29, 2018, <https://www.crisisgroup.org/europe-centralasia/western-europemediterranean/turkey/248-turkeys-syrian-refugees-defusing-metropolitantensions>

Ahmet Içduygu and Ayşen Ustübiçi, "Negotiating Mobility, Debating Borders: Migration Diplomacy in EU-Turkey Relations". In: Schwenken, H. and Russs-Sattar, S. (Eds). *New Border and Citizenship Politics*. London: Palgrave Macmillan, 2014. pp. 44-59.

Week 10

Addressing climate change. A story told through water, conflict, and one of EU's divided member states.

Reading:

Costas Constantinou and Yannis Papadakis, "The Cypriot state(s) in situ". In: Diez, T. (ed.) *The European Union and the Cyprus conflict*. Manchester: Manchester University Press, 2002. pp. 73-97.

Caspersen, Nina. "Democracy, nationalism and (lack of) sovereignty: the complex dynamics of democratization in unrecognized states", *Nations and Nationalism* 17, no. 2(2011): 337-356.

Michael Mason and Rebecca Bryant, *Water Technology and Sustainability in North Cyprus*, LSE and PRIO Cyprus Centre Report, 2017,
<https://www.prio.org/utility/DownloadFile.ashx?id=1361&type=publicationfile>

Week 11

(Wo)Men in European Politics. Invisibility and Anti-Gender Backlash. Power and Inspiration.

Reading:

Tsing, A. Earth Stalked by Man. *Cambridge Journal of Anthropology* 34(1): 2-16.

European Parliamentary Research Service (2021) Women in European Politics: State of Play.

[https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/689345/EPRS_BRI\(2021\)68934_5_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/689345/EPRS_BRI(2021)68934_5_EN.pdf)

European Institute for Gender Equality (2022) Combating coercive control and psychological violence against women in the EU member states.

https://eige.europa.eu/sites/default/files/documents/combating_coercive_control_and_psychological_violence_against_women_in_the_eu_member_states.pdf

Bryant, C. *Prague: Belonging in a Modern City*. Harvard University Press, 2021. (Excerpts) Strathern, M. *Before and After Gender: Sexual Mythologies of Everyday Life*. HAU 2016. (Excerpts))

Week 12

European crises. Sovereignty and solidarity, democracy and accountability.

Reading:

Powers, Theodore and Theodoros Rakopoulos "The anthropology of austerity: an introduction" *Focaal: Journal of Global and Historical Anthropology* 29, no.83 (2019): 1-12.

Geoff Gilbert, "Why Europe Does Not Have a Refugee Crisis". *International Journal of Refugee Law* 27, no. 4(2015): 531-535.

Luuk Van Midelaar "The Return of Politics – The European Union after the Crises in the Eurozone and Ukraine". *Journal of Common Market Studies* 54, no. 3 (2016): 495-507.

Luk Van Langenhove. "Who Cares? Science Diplomacy and the Global Commons". *Australian Quarterly* Vol. 90 No. 4 (2019): 18-27.

Week 13

Final Exam (a short in-class quiz and a take-home essay due by the end of the week).

Final colloquium on questions of solidarity, belonging and futures in Europe.

Reading:

Kalypso Nicolaidis and Robert Howse, "This is My EUtopia.. Narrative as Power". *Journal of Common Market Studies* 40, no.4 (2002): 767-92.

A selection of shorter essays addressing current issues (democracy, populism, legitimacy) uploaded on the course website.