

## **Meet the Europeans**

### **Politics and Society in the European Union**

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Fall 2023

Tuesday 12:00-15:00

**Course Description:** Who are the Europeans and why did they create the European Union? How did the EU, a unique partnership of 27 states, become an ever more important international actor? And which European pasts shape the EU's present? This course covers the main political, social and economic developments in Europe since the middle of the 20<sup>th</sup> century. It reviews promises and achievements of European integration, including peace, democracy, economic prosperity and protection of human rights. Our journey starts in 1945, when the end of the Second World War recast debates about independence and interdependence of states and people. We will study the emergence of supranational institutions during the Cold War and their transformation after the fall of the Iron Curtain in 1989. The course invites participants to explore how demise of authoritarian structures in the East paved way toward deeper integration with the West and brought fascinating debates about catching up, belonging (identity) and possible futures. Our reading will take us through post-socialist transformations all the way to the themes shaping the most recent decade. 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 migration, gender and climate change. Course reader consists of interdisciplinary literature in European Studies, including IR, Political Theory, Economics, History and Anthropology.

**Course Objectives/Learning Outcomes:** 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 the required reading and encouraged to critically engage with the studied material.

### **Assignments and Grading:**

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| 1. Attendance, participation, homework | 35 % |
| 2. Mid-term exam                       | 30 % |
| 3. Final exam                          | 35 % |

*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.*

Homework guidelines and instructions for preparation for exams will be provided in class.

The course follows UPCES attendance and academic integrity policy. Please note that breach of these policies 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. Students requesting special accommodation have to contact UPCES office in advance.

This course is designed as a conversation. A typical session consists of warm-up debate reflecting current events relevant to the course material, a lecture introducing key issues scheduled for the day and reading-based discussions and exercises. 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 and engage in class discussions and exercises. Please follow instructions on reading, think about the texts, take notes of the questions you would like to discuss in the sessions. I encourage you to approach the course material critically, 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.

Unless assigned an exercise that involves discussion in pairs or small groups, please respect the ‘one conversation at a time’ rule. Likewise, please refrain from use of electronic devices (phones, laptops) and any other activity that might be disturbing to your colleagues while the course is in session.

### **Mandatory Completion Policy**

Note that all mandatory assignments and exams must be completed to the best of your ability in order for your final grade to be issued. Failure to complete a mandatory assignment or exam may result in a failing grade.

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

#### **UPCES Academic Integrity Policy**

Plagiarism and other forms of academic dishonesty are not tolerated. The use of Artificial Intelligence (AI) for the development of knowledge and learning is encouraged at many stages of the learning process. While we value technology for educational purposes, we also value originality and the retainment of knowledge, and thus using AI for assignments and examinations, even if rephrased, is strictly prohibited and considered an academic integrity violation, unless the instructor explicitly allows for it in the context of evaluated work

#### **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 wonderfully 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.

## Weekly Schedule:

### Week 1

#### *Orientation Week*

UPCES Orientation and Lecture Series

### Week 2

Introduction to the course. Themes, methods, homework, rules and rights. Politics, policy and politics 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.ideasoneurope.eu/2022/05/16/the-early-women-of-european-integration/>

David Herszenhorn, "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.

Stefan Borg and Thomas Diez (2016), "Postmodern EU? Integration between Alternative Horizons and Territorial Angst", *Journal of Common Market Studies*, Vol. 54, No 1, p. 136-151.

## 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

*The Schuman Declaration of May 9, 1950*

[http://ec.europa.eu/publications/booklets/eu\\_documentation/04/txt07\\_en.htm#declaration](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](http://www.ena.lu/address_given_john_kennedy_philadelphia_july_1962-020002861.html)

Kalypso Nicolaidis, “Southern Barbarians”. In: Nicolaidis, K., B. Sebe and G. Maas. Eds. *Echoes of Empire: Memory, Identity and Colonial Legacies* (London: I.B. Tauris, 2015).

## Week 6

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

### *Reading:*

Robert Brier, “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).

Slavenka Drakulic, *How We Survived Communism and Even Laughed*. New York: Harper Perennial 2016 [1993]. (excerpts)

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

## 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.

Nicolette Makovicky (Ed.). *Neoliberalism, Personhood and Postsocialism: Enterprising Selves in Changing Economies* (London: Routledge, 2014). (Excerpts)

Dace Dzenovska *School of Europeanness: Tolerance and other lessons in political liberalism in Latvia* (Ithaca and London: Cornell University Press, 2018).

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

## 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/visegrad-declarations/visegrad-declaration-110412>

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

## Week 9

Turkey: A Case Study in EU Foreign Policy. Enlargement and Migration Partnership.

### Reading:

Nathalie Tocci, "Turkey and the European Union: A Journey into the Unknown", Turkey Project Policy Paper No. 5. Washington DC: The Brookings Institution. <https://www.brookings.edu/wp-content/uploads/2016/06/Turkey-and-the-European-Union.pdf>

Senem Aydin Duzgit and Alper Kaliber, "Encounters with Europe in an Era of Domestic and International Turmoil: Is Turkey a De-Europeanizing Candidate Country?" *South-European Society and Politics*, 21(1): 1-14.

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-central-asia/western-europemediterranean/turkey/248-turkeys-syrian-refugees-defusing-metropolitan-tensions>

Ahmet İçduygu 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.

European Council "EU-Turkey Statement", March 16, 2016.

## Week 10

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

### Reading:

Luk Van Langenhove,. "Who Cares? Science Diplomacy and the Global Commons" *Australian Quarterly* 90(4): 18-27.

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>

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.

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

A selection of shorter texts covering recent EU climate action (and preparations for COP 28) will be available at course website.

## **Week 11**

(Wo)Men in European Politics. European Integration through Gender Lens.

*Reading:*

Chad Bryant, “Global City” In Bryant, C. *Prague: Belonging in a Modern City*. Boston: Harvard University Press, 2021.

Gabriele Abels and Heather McRae. “Gender Approaches”. In: Bigo, D. et al (Eds). *The Routledge Handbook of Critical European Studies*. London: Routledge, 2021.

European Parliamentary Research Service (2021) Women in European Politics: State of Play. [https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/689345/EPRS\\_BRI\(2021\)689345\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/689345/EPRS_BRI(2021)689345_EN.pdf)

Conversation with Andrea Peto on gender and illiberalism, Illiberalism studies program, George Washington University Institute for European, Russian and Eurasian Studies, March 14, 2022, <https://www.illiberalism.org/andrea-peto-on-gender-and-illiberalism/>

## **Week 12**

European crises. Sovereignty and solidarity, democracy and accountability.

*Reading:*

Cris Shore, “Britain, Brexit and Euroskepticism”. *Anthropological Journal of European Cultures* 30, no. 2 (2021): 1-22.

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.

Maurizio Albahari, *Crimes of Peace: Mediterranean Migrations and the World’s Deadliest Border* (Philadelphia: University of Pennsylvania Press, 2015). Chapter One.

## Week 13

### *Final Exam (in class)*

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.

Benjamin Martill and Uta Steiger, "Introduction." In: Martill, B. and U. Steiger (Eds.) *Brexit and Beyond: Rethinking the Futures of Europe* (London: UCL Press, 2018)

Daniel Wincott, "Symposium Introduction: The Paradox of Structure: The UK State, Society and 'Brexit'", *Journal of Common Market Studies* 58(6): 1578-1586.

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