

**Georgia Institute of Technology & Georgia Tech Lorraine
Nunn School of International Affairs & Ivan Allen College**

INTA 2221: Politics of the European Union

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Office Hours: Tue. 12:15 p.m. to 1:30 p.m. and by appointment

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This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities, and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

There will be no peace in Europe, if the states are reconstituted on the basis of national sovereignty.... The countries of Europe are too small to guarantee their peoples the necessary prosperity and social development. The European states must constitute themselves into a federation.

--Jean Monnet

Europe will not be made all at once, or according to a single plan. It will be built through concrete achievements which first create a de facto solidarity.

--Robert Schuman

Course Description: The aim of this course is to provide an in-depth introduction and overview of the history and politics of the European Union from its inception to the new era of development under the 2009 Treaty of Lisbon. Studying European integration from the Georgia Tech campus in Metz, France provides a unique vantage point as the Lorraine region lies at the very heart of the historic rivalry between France and Germany that produced three major conflicts (the Franco-Prussian war and the two World Wars) but then would come to symbolize reconciliation and unity through one of the most ambitious and successful peace projects the world has ever known. The EU has evolved from six founding members in the 1950s to currently 27 countries representing nearly 450 million citizens and consumers. French politics and society as well as contemporary socio-cultural issues and political and economic phenomena across Europe cannot be understood without appreciating what the EU is, how it functions and how France and the other 26 member states shape and are shaped by this complex political and economic entity.

Course Organization: The course is organized into three main parts. **Part one** traces the evolution of European integration with a special focus on the fundamental debates about the nature and scope of European unification and its character as both a political and economic project. **Course material in Part One and Part Two includes two obligatory field trips.** Special attention is given to the influence of French leaders on the founding of the European project as well as the importance of the French-German relationship and U.S. support for the rebuilding of Europe. **Part two** examines the EU's institutions, decision-making processes and the scope and content of EU law and policy through the evolution of its treaties over the past seven decades of its history. After gaining deeper knowledge of the historical background of the EU and the nuts and bolts of what the EU is and how it works, **Part three** explores the extent to which the growing supranational and transnational nature of the EU challenges traditional concepts of domestic politics (citizenship, sovereignty, democracy) as well as foreign policy and international relations. This part of the course will also draw on the concepts of globalization and Europeanization inviting students to think comparatively and critically as they consider French and European politics and society in global perspective and in contrast to their own cultural and national backgrounds. Additionally, the course examines contemporary debates and policy challenges within the European Union such as the rise of Euroscepticism, democratic backsliding and the consequences of "Brexit" and the war in Ukraine. Finally, the course compares the EU with the United States as a model of democracy and political economy as well as a global actor and a diplomatic force in world politics. Overall, the course offers a dynamic learning experience that provides both traditional lectures with discussion-oriented classes complemented by field trips, film screenings, and visits to museums and historical sites.

Key Learning Objectives:

- Build knowledge and understanding of the origins and current issues facing the European Union
- Develop basic analytical skills to assess the impact of European integration on domestic and international politics.
- Display an understanding of the functioning of European institutions and the policy making influence of the EU on regional and global governance
- Demonstrate the ability to describe the social, political, and economic forces that influence Europe and the global system.
- Increase awareness of the diversity of cultural, political and ethical systems across the EU.

Suggested Textbook:

John McCormick (2021) *Understanding the European Union*

Copies are available in the GTL library and most required readings are posted on Canvas

Useful Websites:

To enhance the quality of classroom discussions it will be helpful to follow current events and the news related to developments in the EU, French and European politics. The best sources for staying informed about current issues in the EU for English speakers are the BBC and EuroNews websites, France 24 (English) *The Financial Times* and *The Economist*. Many articles from the latter two publications will be made available for required supplemental reading throughout the semester. For French speakers, *Le Monde* and *Le Figaro* are leading national newspapers and France Info, France Culture and France Television (TF 1, FR 2, 3 and TV 5) are other useful sources of information. Der Spiegel is a German weekly news magazine that has an international version in English for news and analysis of German, European and International Affairs, Deutsche Welle (dw.com) is 24/7 on-line and available in English.

For a wealth of information on the institutions, Member States and current policies of the European Union, consult the EU's official website, Europa. The URL is: https://european-union.europa.eu/index_en

Information from the European Union's Delegation to the United States can be found at: https://www.eeas.europa.eu/delegations/united-states-america_en?s=253

The French Ministry of Foreign Affairs, the equivalent of the U.S. State Department and commonly referred to as the "Quai d'Orsay," has an excellent website (with an English language option) with news and information about world affairs, French diplomacy and foreign policies.

<http://www.diplomatie.gouv.fr/en/>

Course Requirements and Grade Distribution:

Attendance and participation are essential to doing well in the course. Participation comprises 10% of the total grade for the course and absences must be due to illness or other compelling reasons. Readings should be completed prior to class meetings and you should be prepared for active and engaged discussion. All exams are short essay /reflection paper in format.

Two essays will be based on the two obligatory field trips: participation in those trips is mandatory and individual travel should be planned around the dates of field trips. Additionally, for 20 % of the total grade, each student will prepare a PowerPoint presentation on a Member State (or multiple countries depending on class size) of his or her choice that covers the key debates and issues surrounding that country's accession and integration process, key policy concerns/contributions, and overall attitudes and support for the EU. More guidelines for this assignment are provided at the end of the syllabus. Finally, 10 % percent of the grade comes from quizzes drawn from the MS presentations.

First Essay	20%
Second Essay	20%
Final Essay	20%
Member State Presentations	20%
Participation and Quizzes	20%

Grading Rubric for Essays (20 point scale)

Grade	Points	Descriptors
A	20 19 18	Felicitous and highly original execution of the assignment; unique and distinctive voice is clear throughout the essay; excellent attention to detail and impressive analytical points of connection made between site visits, course content, readings and concepts.
B	17 16 15	Admirable performance and ability to meet the expectations of the assignment, interesting references made to subject matter and site visits; coherent and well-organized essay.
C	14 13 12	Adequate performance demonstrating an acceptable understanding of the subject matter and a modest ability to handle the expectations of the essay prompt and assignment.
D	11 10 9	Minimally acceptable performance demonstrating only partial familiarity with the subject matter and inadequate understanding of the goals of assignment.
F	<9	Failure to demonstrate familiarity with the subject matter or capacity to follow instructions.

General Grading Scale for the course

A = 89.5-100; B = 79.5-89.4; C = 69.5-79.4; D = 59.5-69.5; F = below 59.5

- A: Outstanding and original work; well-organized, coherent and consistent performance without significant error or omission.
- B: Very fine work, reasonably executed, clearly organized, with only slight error or omission; clearly well above the average.
- C: Solid work of a satisfactory nature; clear evidence of engagement and comprehension, but with some organizational, factual, or interpretive errors/omissions.
- D: Passing, but only marginally acceptable work with clear deficiencies of length, fact, organization, or interpretation; incomplete work.
- F: Unacceptable work submitted with such significant deficiencies that no credit can be awarded.

Honor Code, Academic Honesty and Plagiarism Policy

“I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech community.”

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Please also be aware that plagiarism is a serious offense and if suspected will be reported to the Office of Student Integrity.

ChatGPT/AI

This class follows the LMC writing program guidelines concerning AI:

This course aims to improve your critical thinking skills and your ability to write and communicate effectively. Generative AI agents such as ChatGPT, DALL-E 2, and others present great opportunities for learning and for communicating. However, AI cannot learn or communicate for you, and so cannot meet the course requirements for you.

In this course, using generative AI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is allowed as long as the guidelines are met.

As with any technology, generative AI tools need to be used critically and

according to academic and professional expectations. Thus, when using generative AI tools in the work of this course, you are expected to adhere to these principles:

Responsibility: You are responsible for the work you submit. In instances in which your instructor allows generative AI tool use, this means that any work you submit should be your own, with any AI assistance appropriately disclosed (see “Transparency” below) and any AI-generated content appropriately cited (see “Documentation” below). This also means you must ensure that any factual statements produced by a generative AI tool are true and that any references or citations produced by the AI tool are correct.

Transparency: Any generative AI tools you use in the work of the course should be clearly acknowledged as indicated by the instructor. This work includes not only when you use content directly produced by a generative AI tool but also when you use a generative AI tool in the process of composition (for example, for brainstorming, outlining, or translation purposes).

Documentation: You should cite any content generated by an AI tool as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people.

Using generative AI tools in the course without adhering to these principles may be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity.

Statement on inclusiveness

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations that you can have of us and that we have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, we encourage you to remain committed to the ideals of Georgia Tech while in this class.

Special Accommodations

Students requesting academic accommodations based on a documented disability are required to register with the Access Disabled Assistance Program for Tech Students (ADAPTS). Please obtain a form from the ADAPTS office and turn it in to me during office hours or in class at the beginning of the semester. (<http://www.adapts.gatech.edu>).

Schedule of Classes, Field Trips and Reading Assignments

Part I. The Historical Evolution of the European Union

Week One August 19: Orientation – no class

August 21: Introduction and Overview of the Course

Field Trip 1: August 23-24 (TBD)

“Putting Metz and its region in historical, geostrategic and cultural context”

Sites TBD

**See separate hand-out for updates regarding dates and times for site visits and field trips. Please make personal travel plans accordingly.*

Some Thursday classes will be cancelled during the semester to make up for class hours held during site visits.

Week Two August 26

Lecture: Defining the European Union – historical context and modern questions

**Reading Assignment: McCormick, Introduction & Chapter 1, “What is the European Union?”*

No class August 28

Week Three September 2 & 4**Lecture: The Post-war Transformation of Europe and the Engineering of an Ideal**

* *Reading Assignment*: “The Schuman Declaration” and McCormick Chapter 2, “The Idea of Europe”.

Week Four September 9 & 11**Lecture: Evolution of European integration**

**Reading Assignment*: McCormick, Chapter 3: “The Evolution of the EU”

Optional: “The EU’s Stability will again confound its critics”.

*****First Essay Due*****

Field Trip 2: September 12-13 (TBD) Sites TBD

Part II. Institutional Development and Policy-Making in the European Union**Week Five September 16****Lecture: EU Treaties and the changing political identity and institutional landscape of Europe**

**Reading Assignment*: McCormick Chapter 4, “The European Institutions”

No class September 18

Week Six September 23 & 25**Lecture: EU treaties, continued****Introduction to How the EU functions and interacts with its Citizens and Member States**

*Reading Assignment: McCormick Chapter 5, "The EU and its Citizens"

Week Seven September 30**Lecture continued: EU and its Citizens****Focus on 2024 EU Parliament elections**

*Reading assignment: European Policy Centre Elections Round-up

*****Second Essay Due*******NO CLASS OCTOBER 2****Week Eight October 7 & 9****Lecture: political economy of the EU:
Understanding the Single Market and the
Single Currency and the impact of financial
crises on European Cohesion****Week Nine October 14 & 16****Political economy of the EU: Lecture and
discussion continued (Eurozone crisis,
Covid)**

*Readings: <https://socialeurope.eu/whatever-it-takes-ten-years-on>

From Financial Times (February 19, 2024): "Is the EU's Covid recovery fund failing?" (posted on Canvas).

Week Ten October 21 & 23**Lecture and discussion continued: EU competitiveness**

Reading assignment: “Mario Draghi outlines his plan to make Europe more competitive” and “Whatever it takes to boost European competitiveness”

Member State Presentations: The Founding Six

Member State Presentations: The First Enlargement

FALL BREAK OCTOBER 27-31**Part III. The EU as a transnational and global actor: Implications for France and other EU countries and for the EU-US Relationship****Week Eleven November 4 & 6****Lecture: The EU as a Global Actor: Foreign and Security Policy and the emergence of a European Diplomatic Corps (The European External Action Service) and Defense Union**

*Reading Assignment: McCormick, Chapter 9, “The EU in the World”

Member State Presentations: Second and Third Enlargements

Week Twelve NO CLASS NOVEMBER 11 (BANK HOLIDAY)**November 13****Lecture: Migration in Europe**

Reading assignment:
From The Economist (October 12, 2023): “The EU’s endless search for a migration fix”

From Persuasion (October 29, 2024): “Europe’s Center Is Losing on Immigration”

Member State Presentations: Fourth Enlargement

Week Thirteen November 18 & 20

Film screening: Europe at Sea & Post-screening discussion

Member State Presentations: Fifth Enlargement—depending on class size

Week Fourteen November 25 & 27

Global security topics, focus on the EU, NATO and the Ukraine war.

Debating Europe’s Future: political, social and economic challenges; population/demographic changes, democratic backsliding and euroscepticism, immigration/migration issues, terrorism and other security threats, competitiveness and social equality. What a stronger or weaker EU means for the U.S. and transatlantic relations.

*Reading Assignment:

Josep Borrell, “Europe in the Interregnum: our geopolitical awakening after Ukraine” (2022).

“The biggest threat to Europe” (2025)

Week Fifteen December 2

***Last Day of Class/Wrap up and discussion of final essay prompt**

*Reading Assignment: McCormick’s Conclusion

Final Essay due via Canvas during finals week

Guidelines for essays, in-class presentations and final paper

As indicated in the syllabus there will be two essays worth 20 percent each corresponding to each of the two field trips and site visits. For each site visit, you should write approximately 1000-1500 words describing the learning experience and how it contributed to your broader understanding of European politics, culture and society today. From the lectures and assigned readings, important concepts will be introduced and should help inform your reflections. For example, national identity, citizenship, globalization, and sovereignty are some of the core concepts that are critical to understanding the processes of European integration and may have different meanings that challenge conventional or traditional political definitions and understandings outside of the European context. You will be asked to think about these ideas in relation to the field trips and site visits. Specific linkages and references should be made to the lecture material and the assigned readings, and points will be deducted if you fail to do so. **More specific guidance will be discussed prior to and after each of the individual visits.**

The final exam will take the form of a response paper (take-home essay format) of 1500-2000 words responding to a specific prompt that will allow you to demonstrate what you have learned throughout the semester about the past and present state of affairs in the European Union integrating experiential knowledge with learning attained in the classroom and from the textbook.

Member State/Country Presentations: This exercise will give you an opportunity to hone your research and analytical skills and improve your presentational and public speaking abilities. It comprises 20 percent of your grade.

Format and Guidelines: TEN MINUTES/TEN SLIDES

Each student will be assigned a Member State of the European Union and will conduct research on the following issues and topics:

- Background surrounding membership
- Important facts about the country such as GDP, Quality of Life indicators, population demographics, socio-economic, religious and ethnic make-up, key commercial and trade industries, etc.
- Key roles of its participation in the EU, i.e., MEPs-Members of the European Parliament, the Commission, votes/weight in the Council of Ministers, etc. This is less important, but if there are interesting individuals, such as former prime ministers, celebrities, etc. it might be worth mentioning!
- One or two key policy areas that you find are of particular significance to your member state. Summarize its positions in the specific debates.

- Provide explanations of why the policy or issue area is important and what the consequences are for its society.
- Member state's profile, image and behavior in the EU. For example, Germany and France are considered the "Twin Engines" or the motor of European integration. You should provide awareness and comment on such characterizations. The United Kingdom was often portrayed as a Eurosceptic or a "reluctant partner;" thus we would expect a discussion of this reputation for example. In the current context, there are MS known as the "Frugal Four" –why?
 - Public opinion and debate in the member state regarding EU membership (e.g., attitudes of its citizens towards membership in the EU).

Additional/ Optional for PPT and formal presentation, but do some research and be prepared to discuss the following current issues:

- Implications of the war in Ukraine, country's position/societal attitudes/government action, economic impact, etc.
- Impact of Covid-19; reaction to EU recovery plan
- Legacies of colonialism; reverberations of the anti-racism and BLM movement across the Atlantic and within your MS; status of immigrants and minorities generally in society
- Status of Women (Since 2020 marked the celebration of the centennial of the 19th amendment in the US giving women the right to vote, when did women acquire the suffrage in your MS?) Was there a ripple effect of the Me-Too movement in your MS?