

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

INTA 2221: Politics of the European Union

Dr. Vicki Birchfield & Dr. Eliza Markley

*Exceptionally this semester (Spring 2023), Dr. Eliza Markley will teach the first six weeks of the course on the GTL campus and Dr. Birchfield will teach the remainder of the classes beginning Week 7.

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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

If the ambitious project of European integration fails, the entire world will pay the consequences. --Moisés Naim

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. 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: <http://europa.eu.int>

Information from the European Union's Delegation to the United States can be found at:

www.eurunion.org

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.

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.

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 January 10

Introduction and Overview of the Course

Screening of “Rome and its Engineers” (Link on Canvas)
The purpose of this film is to show linkages between geography, architecture and empire as well as the political and cultural underpinnings and legacies thereof. The first field trip and site visits show the history of Metz as a Gallo-Roman city through its German and modern periods and by traveling to nearby Trier, Germany students see first-hand the vestiges of the Roman empire such as the Porte Nigra, the largest Roman city gate north of the Alps, the ruins of Roman baths and the Amphitheatre. The excursion also includes a visit to the Roman aqueducts just outside of Metz. Students are invited to reflect on how empires and civilizations appear and disappear and the many ways in which Europe has been constructed and de-constructed, conquered and liberated, and how its land and peoples have been long connected, re-imagined and ever evolving.

Field Trip 1

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

Sites:

Trier (Germany’s oldest city) guided visit: Porta Nigra, Roman amphitheater, Roman Baths and Basilica. Optional visits to UNESCO sites Cathedral of St. Peter and Church of Our Lady, museum of Karl Marx/ Free Time

Ars sur Moselle/Jouy aux Arches - Roman aqueducts just outside of Metz
Ars sur Moselle / Jouy aux Arches & Chatel St. Germain archeological site: Merovingians

Metz Guided visit and walking tour of the city, including but not limited to, visits to St. Etienne Cathedral, St. Maximin church, Museum of the Golden Court and Centre Pompidou

*See separate hand-out for updates regarding dates and times for site visits and field trips. Typically, we try to schedule everything during the first two weekends and on the first Reading Day prior to the Final Exam period to allow maximum flexibility for independent travel on the other weekends.

Week Two January 17

De-brief and discussion of Field Trip 1

* Reading Assignment: “The Schuman Plan” and McCormick Introduction & Chapter 2 (posted on Canvas) before Friday/Field Trip 2.

Field Trip 2 (Second Weekend)

“The Roots and Legacies of Franco-German: vital role of Robert Schuman, native son of Lorraine, WWII & US liberation of Metz as backdrop to the Construction of Postwar Europe”

Sites:

Scy Chazelles Guided tour of Maison Robert Schuman + film + presentation
Gravelotte (Franco-Prussian War Museum) and Dornot Corny

Fort Hackenberg Maginot Line

St. Avold WWII American Cemetery

Strasbourg: Visit of the European Parliament TBD (Possibly on Reading Day one instead)

Week Three

January 24

**Lecture: Something New under the Sun?
The Post-war Transformation of Europe
and the Engineering of an Ideal**

*Reading Assignment: McCormick, Chapter 1

Week Four

January 31

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

**Lecture continued and discussion of
of readings**

*Reading Assignment: "The EU's Stability will again confound its critics" *Posted on Canvas

**Part II. Institutional Development and Policy-Making in the
European Union**

Week Five **February 7**

Lecture: EU Treaties and the changing political identity and institutional landscape of Europe

*Reading Assignment: McCormick Chapter 4

Membership Presentations: The Founding Six

Week Six **February 14**

Lecture on Institutions continued & general Catch-up

Week Seven **SPRING BREAK**

Week Eight **February 28**

Lecture: How the EU functions and interacts with its Member States and Citizens

*Reading Assignment: McCormick Chapter 5 & Background on Conference on the Future of Europe
<https://euobserver.com/institutional/14974>

Membership Presentations: The First Enlargement

Week Nine **March 7**

*****Second Essay Due*****

The political economy of the EU: Understanding the Single Market and the Single Currency and the impact of financial crises on European Cohesion

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

From Politico's Brussels Playbook (July 12)
https://www.politico.eu/newsletter/brussels-playbook/croatia-joins-e-parliament-saga-continues-uber-scandal/?hc=1&utm_source=POLITICO.EU&utm_campaign=fc70246877-EMAIL_CAMPAIGN_2022_07_12_04_34&utm_medium=email&utm_term=0_10959edeb5-fc70246877-190375313#croatia-and-the-euro

Membership Presentations: Second and Third Enlargements

Week Ten March 14

**Membership Presentations: Fourth
Enlargement**

Field Trip 3

“ The Symbolic Heart of the EU Project”

EXCPTIONALLY THIS Spring, NO TRIP ON READING DAY as we will have already visited Strasbourg and the EU Parliament during weekend two field trip

*If possible, tour and briefing at the European Court of Justice in Luxembourg and /or the Schengen museum on an optional basis.

<https://www.visitschengen.lu/en/european-museum/>

**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 March 21
(Film screening: Europe at Sea)

Week Twelve March 28

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

Week Thirteen April 4

Membership Presentations: Fifth Enlargement & candidate countries—depending on class size

Week Fourteen April 11

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.

MS presentations continued

*Reading Assignment: Excerpts from *The European Union: A Citizen's Guide* by Chris Bickerton (Posted on Canvas)

Week Fifteen

April 18

Continuation of debates & discussion about the future of the EU and current policies related to the Green Deal and the Digital Transformation

*Reading Assignment: McCormick's Conclusion

Week Sixteen

April 25

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

Final Essay due via Canvas by noon on May 2

Guidelines for essays, in-class presentations and final paper

As indicated in the syllabus there will be three essays worth 20 percent each corresponding to each of the three 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 various 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 combined final site visit essay and 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 racism and 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?

