

TITLE: GEOPOLITICS OF THE EUROPEAN UNION - POL 301

LANGUAGE: English

TOTAL HOURS: 45 hours

CREDITS: 3 credits

DESCRIPTION

Students will examine the process of European political and economic integration, from its first steps in the 1950s until today. The course offers an overview to the key dimensions that help understand what the European Union project is, how it works and why and how it was created. Particular attention is paid to EU migration and border dynamics and their interaction with ongoing debates about European identity and the rise of xenophobic and islamophobic discourses across Europe. With a strong emphasis in current theoretical debates ongoing in the fields of political geography and population geography current demographic challenges and ongoing geopolitical disputes (within the EU and between the EU and its neighbourhood) will be scrutinized.

On a Jacksonville University transcript this course will appear as **International Organizations - POL 301*

COURSE OBJECTIVES

By the end of the course, students will gain knowledge of:

- Will advance their knowledge of the practice and theory of European integration
- Will be able to recognize the main theoretical debates that help explain and interpret contemporary European politics
- Will be able to analyze, criticize and explain crucial political/cultural/demographic challenges and developments in Europe
- Will be able to generate written texts and to implement oral presentations about EU migration dynamics and their interaction with debates on European identity

METHODOLOGY

Students are expected to participate in class debates, paper discussions and critical analysis of the compulsory readings. Recent newspaper articles will be commented during the debates. Field trips are essential parts of the course and all students are required to attend and write brief commentaries about them.

EVALUATION

Attendance to classes and field trips is mandatory; poor attendance will affect the final grade of the student as well as the everyday participation grade.

The final grade consists of five different parts: midterm exam, final exam, assignments, oral presentation and class participation

The breakdown of grades is made up as follows:

Midterm exam:	20%
Final exam:	25%

Assignments:	20%
Oral presentation	15%
Class participation	20%

Class Participation: Active class participation includes coming to class prepared and on time, having read the material for that day and show active reflection on that material, answering questions from the professor, generating questions and engaging in group activities using required reading for that day. Students are encouraged to express their opinions in class with the professor and the other students.

Exams: Both the midterm and the final exams may contain a mix of short answer and essay questions aimed to test the students' full comprehension of facts and the ability to argue his/her opinions based on class material.

The guidelines for exams are as follows:

- Any student found cheating will automatically fail this examination. Additional sanctions may be imposed.
- Talking or communicating with other students during the examination is forbidden.
- Desks must be cleared of all books, notes and papers. All unauthorized materials must be put away and remain out of sight throughout the examination.
- All telephones and electronic devices must be turned completely off during the exam.
- Students arriving later than 15 minutes will not be allowed into the classroom to take the examination, subject to the decision of the instructor.
- At the end of the examination students will remain seated until their papers are collected. No one may leave the room until excused.
- Should assistance be required, students will attract the attention of the instructor.
- Failure to follow these rules will automatically lead to failure of this examination.

Assignments

Students will be required to write 4 assignments (2/3 pages, double spaced typing). The assignments' aim is to reflect upon the topic addressed of the on-site classes. Students will be asked to answer an essay question linked to the contents of the field trip

Research Paper

- Students will research on class related topics and present their findings to professor and classmates.
- Specific guidelines will be provided on the first day of class.
- Students must hand in a hard copy of their research papers by XXXX
- The extension of the research paper will be 7-8 pages

Oral presentations

Students will be required to give an oral presentation using PowerPoint (15 minutes) on a free topic related to the course contents (to be agreed with the professor).

Class participation

Participation is valued as meaningful contribution in the classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

FIELD STUDIES

Each course will include a minimum of 2 field studies. These field studies will be directly related to the course work, and may include visits to monuments, companies, government buildings, or museums.

- Visit to the European Commission office in Barcelona
https://ec.europa.eu/spain/barcelona/home_es
- Visit to the European Institute for the Mediterranean (Think Tank)
http://www.iemed.org/?set_language=en

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity- such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance - may result in an automatic “F” or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

Cheating: Any action that violates the rules and guidelines given by the instructor for submitting assignments or exams.

Plagiarism: Any action that presents the ideas, opinions, research, etc. of another as your own.

- Directly copying another’s work without citing sources
- Submitting another person’s work into your own without properly citing the source(s) used.
- Paraphrasing another person’s work without providing appropriate citations

Self-Plagiarism: Submitting a piece of one’s own work to receive credit for multiple assignments in one or more class.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

ATTENDANCE POLICY

Semester: Students are allowed THREE absences throughout the semester without penalty. Starting with the fourth absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

Summer: Students are allowed TWO absences throughout the summer without penalty. Starting with the third absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

**January Term students are allowed TWO absences as well.*

There are NO excused absences. If a student misses class because s/he is sick, that counts as one of the allowed absences. No excused absences and no excuses.

Quizzes, exams and participation points that are missed because of an absence cannot be recuperated.

Students that arrive late 5 minutes or more will receive a 0 for participation for the day.

COURSE CONTENT

SESSION	CONTENT	READINGS
1	Introduction. Course description	
2	What is Europe? What is the EU really? Where does Europe start/end? The fuzzy boundaries of European space and European identity	'What is the EU for' from PINDER, J. & USHERWOOD, S. (2013). The European Union: a very short introduction. Oxford: Oxford University Press. Pages 1-9
3	The European Union as an "Unidentified Political Object" From Union to Fragmentation? Quo vadis EU project?	Introduction' from CINI, M. & PEREZ-SOLORZANO, N. (2013). European Union politics. Oxford: Oxford University Press. Pages 1-8
4	The political construction of Europe (I) The European Communities after WWII	'How the EU was made' from PINDER, J. & USHERWOOD, S. (2013). The European Union: a very short introduction. Oxford: Oxford University Press. Pages 9-33
5	The political construction of Europe (II) How do EU institutions work?	'European Unity. Dream and reality', from OUTHWAIT, WILLIAM (2017), Contemporary Europe. New York: Routledge pages 1-19 'Institutional Europe', from OUTHWAIT, WILLIAM (2017), Contemporary Europe. New York: Routledge pages 57-76



6	The Eurozone Economic and monetary unión	'Single market, single currency' from PINDER, J. & USHERWOOD, S. (2013). <i>The European Union: a very short introduction</i> . Oxford: Oxford University Press. Pages 56-70
7	Europe and the “refugee crisis”. The (un)welcoming of refugees in the EU? Visit to the European Institute for the Mediterranean (Think Tank) Fieldtrip	Lucassen, Leo (2018) Peeling an onion: the “refugee crisis” from a historical perspective, <i>Ethnic and Racial Studies</i> , 41:3, 383-410
8	Borderless Europe? Migration controls at the external borders of the European Union	Introduction by Jones, R. (2016). <i>Violent borders: Refugees and the right to move</i> . Verso Books.
9	Population/demography in Europe (I)	
10	Population/demography in Europe (I) Towards an ageing Europe	
11	MIDTERM REVIEW	
12	MIDTERM	
13	The European Union after Brexit	
14	Territorial disputes in the EU. The case of Gibraltar. UK vs. Spain	
15	Territorial disputes in the EU The case of Ceuta and Melilla: Spain vs. Morocco	Ferrer-Gallardo, X., & Albet-Mas, A. (2016). EU-Limoscapes: Ceuta and the proliferation of migrant detention spaces across the European Union. <i>European Urban and Regional Studies</i> , 23(3), 527-530.
16	“Fortress Europe” Migrant deaths in the Mediterranean.	
17	The rise of xenophobic/islamophobic discourses in Europe	VAN HOUTUM, H., & LACY, R. B. (2017). The political extreme as the new normal: the cases of Brexit, the French state of emergency and Dutch Islamophobia. <i>Fennia-International Journal of Geography</i> , 195(1), 85-101.
18	The European Comission in Barcelona Fieldtrip	



19	The European Union and its Neighbours: Russia, Turkey, Middle East and North Africa	
20	The future of the European Union. Future enlargements and/or more member states leaving the EU?	'The future of Europe in the world', from OUTHWAIT, WILLIAM (2017), <i>Contemporary Europe</i> . New York: Routledge pages 134-153
21	Europeanization, euroscepticism and eurocriticism	Erika J. van Elsas, Armen Hakhverdian & Wouter van der Brug, "United against a common foe? The nature and origins of Euroscepticism among left-wing and right-wing citizens," <i>Western European Politics</i> , Vol. 39, No. 6 (2016), pp. 1181-1204 'Europeans against Europe', from OUTHWAIT, WILLIAM (2017), <i>Contemporary Europe</i> . New York: Routledge pages 117-134
22	Presentations	
23	Presentations	
24	Review	
25	Final exam	

*Number of sessions and order of assignments may vary depending on term.

BIBLIOGRAPHY

Students will be provided with current Spanish newspaper articles, which will be used to discuss and reflect upon issues addressed in class.

-CINI, M. & PEREZ-SOLORZANO, N. (2013). *European Union politics*. Oxford: Oxford University Press.

-Ferrer-Gallardo, X., & Albet-Mas, A. (2016). EU-Limbo-scapes: Ceuta and the proliferation of migrant detention spaces across the European Union. *European Urban and Regional Studies*, 23(3), 527-530.

-GEDDES, A.; SCHOLTEN, P. (2016). *The Politics of Migration and Immigration in Europe*. Sage .

-Jones, R. (2016). *Violent borders: Refugees and the right to move*. Verso Books.

-JORDAN-BYCHKOV, T.G. (2002). *The European Culture Area. A Systematic Geography*. Boston: Rowman & Littlefield Publishers.

-KINGSLEY, P. (2016), *The New Odyssey: The Story of Europe's Refugee Crisis*. London: Guardian Books

-Lucassen, Leo (2018) Peeling an onion: the "refugee crisis" from a historical perspective, *Ethnic and Racial Studies*, 41:3, 383-410

-OUTHWAIT, WILLIAM (2017), *Contemporary Europe*. New York: Routledge

-PINDER, J. & USHERWOOD, S. (2013). *The European Union: a very short introduction*. Oxford: Oxford University Press.

-Erika J. van Elsas, Armen Hakhverdian & Wouter van der Brug, "United against a common foe? The nature and origins of Euroscepticism among left-wing and right-wing citizens," *Western European Politics*, Vol. 39, No. 6 (2016), pp. 1181-1204

-VAN HOUTUM, H., & LACY, R. B. (2017). The political extreme as the new normal: the cases of Brexit, the French state of emergency and Dutch Islamophobia. *Fennia-International Journal of Geography*, 195(1), 85-101.