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**Office Hours:** MWF 2-3pm, or by appt MWF 9-11am, 3-4:30pm  
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## **INTERNATIONAL STUDIES 205: INTRODUCTION TO EUROPEAN STUDIES**

### **Meeting Time and Place**

Mondays, Wednesdays and Fridays 11:00-11:50am  
Croft 107

### **Course Description**

This interdisciplinary course introduces Croft students to major themes in the study of European politics, economics, society and culture. While INST205 will occasionally delve into the continent's modern history, we will spend the vast majority of the semester investigating Europe's new position in the world since the fall of communism, the expansion of the European Union, the implications of the 2008 Financial Crisis in Europe, and the current migrant crisis. During this period, Europe emerged from its Cold War divisions to become a continent of increasingly diverse populations, on the one hand, and politically, socially and culturally united, on the other. We will explore what it meant and means to be "European," core social and cultural values in Europe, and the ideas and ideologies that formed the political nexus of "European Civilization" in the past and in our times. By the end of the semester, you will have the knowledge and skills necessary to navigate the complexities of Modern Europe.

### **Themes for Spring 2016**

1. Multicultural Europe and the Refugee Crisis
2. The European Social Model and the Transformation of the Welfare State
3. EU Enlargement and the Euro Debt Crisis
4. Legacies of War and Communism in Eastern Europe

### **Required Books** (in order of their use in the course)

Joel S. Fetzer and J. Christopher Soper, *Muslims and the State in Britain, France, and Germany* (Cambridge University Press, 2005)

Jean Pisani-Ferry, *The Euro Crisis and Its Aftermath* (Oxford University Press, 2014)

Anna Porter, *The Ghosts of Europe: Central Europe's Past and Uncertain Future* (St. Martin's Press, 2010)

A few other readings are available on the course's Blackboard for download.

## Required Films

We will be watching the following two films during class:

Michael Winterbottom, *In This World* (UK, 2004)

Andrzej Wajda, *Katyn* (Poland, 2007)

## Required Lecture

Ariane Chebel d'Appollonia, "The Refugee Crisis in Europe: Old Issues, New Challenges"  
Monday, February 8 at 7pm in Croft 107

## Course Policies

- Attendance for each scheduled meeting is mandatory. Your absence will result in a lower grade for the semester. Note, however, that attendance alone does not guarantee you a good participation grade. If you miss class, you are responsible for the consequences. **As part of new federal government regulations, I will be reporting attendance to the university administration during the second week of class. If you are not in class for those sessions, it may affect your financial aid. Please plan accordingly.**
- You are responsible for all readings listed on the calendar. You must also bring your readings to class during our discussions of them.
- Plagiarism will not be tolerated, and you will receive a "0" for any assignment for which you are caught cheating. For each and every case of plagiarism or other academic dishonesty, I will initiate an academic discipline case with the university, which you may appeal to the Academic Discipline Committee. If you have any questions regarding the nature of academic dishonesty, I will be happy to answer them and clarify any misunderstandings. Once I determine that academic dishonesty has occurred, it is too late to ask those vital questions.
- You should avoid using your cell phone in class, and they are to remain in a bag while class is in session. **I will not tolerate texting/chatting/emailing in class.** You will be asked to leave if such an incident occurs, and you will be counted absent.
- If you bring any electronic devices to class, it must be dedicated to course-related purposes.
- If you require special considerations based on a disability or extracurricular activities, you must inform me of them immediately.

## Assignments / Assessment

### Quizzes / Film Assessments

You will take four 20-minute quizzes during the semester, which primarily cover material from lecture and the shorter readings. You can use your notes and your readings for these quizzes, as long as they are on paper (no electronic devices are allowed while taking them). All questions require you to write at least a paragraph-size answer. You will answer a similar series of questions for each of the films we watch, but may turn those in during the following class period. These questions will be distributed before the screenings.

### Papers

Papers should be 750-1200 words in length, some longer than others. You will write four of these papers during the semester, due on the dates specified on the calendar below. You will receive a prompt at the beginning of each theme. You may re-write one of the first three papers at the end of the semester for a better grade.

### Final Exam

The final exam will be an open-book/open-note, in-class assessment of your ability to integrate material from lecture, readings, films, and classroom discussion. The exam will be composed of two essay questions, a sampling of which you will receive before the exam. You must use a computer to write the answers to these questions. Please let me know if you require a loaner laptop well before the date of the exam. **The final will be cumulative.**

### Assessing the News Media

For three of the course's four themes, you will work with a group to assess a single British newspaper's coverage of related issues. These newspapers will be chosen for each group based on their ideological agenda and relevance in building public discourse about the issues in question. Your grade will be determined by a five-minute presentation by your group at the end of the theme.

## Grade Breakdown

|                  |     |
|------------------|-----|
| Quizzes / Films: | 25% |
| Papers:          | 35% |
| Final Exam:      | 10% |
| News Media:      | 15% |
| Participation:   | 15% |

## Grading Criteria (in hierarchical order) for Your Papers

1. Clear **thesis** statement and introduction
2. Clear **organization**, sentence structure, transitions
3. Use of relevant **evidence** (both the quantity AND quality of the evidence are essential)
4. **Clearly** developed arguments that support the thesis
5. Proper **form** and **style** (this includes the mechanics of grammar, punctuation, spelling, etc.)

An "A" paper shows excellent command of all five aspects with few distracting errors in style.

A "B" paper satisfies points 1-4, but the form and style will sometimes distract the reader's attention.

A "C" paper meets the requirements of points 1-3, but its organization and style leave the reader confused about the intent and/or direction of the argument.

A "D" paper is a "C" that does not use enough evidence (or relies on inappropriate or incorrect evidence (i.e., factual errors)) to support the thesis.

An "F" paper is seriously flawed and lacks a developed argument.

For each paper, I will distribute a grading rubric with the assignment, and my comments will address each of these five points.

## Grading Criteria for Class Participation

“A” – active participation

“B” – sporadic, but valuable, participation

“C” – inactive participation

“D” – refusal to participate

“F” – more than 4 absences during the semester

## Calendar (subject to change)

### Introduction to INST 205 and to Europe

Monday, Jan 25: Intro to Course Themes / Discussion of the Syllabus

Wednesday, Jan 27: Meet and Great / Discussion and Tutorial of News Media Assignment

Friday, Jan 29: A Primer on European Politics: Countries, Regions, and Ideologies

Monday, Feb 1: A Primer on European Politics: Countries, Regions, and Ideologies (cont) /

### Quiz 1

Wednesday, Feb 3: Discussion: What is Europe, and Why?

Readings (both on Blackboard) (6 pp/day):

- Jack Goldstone, *Why Europe?*, preface, Chapter 2, and Conclusion, pp. vii-viii, 16-33, 162-176
- Anthony Pagden, “Europe: Conceptualizing a Continent”

### **Theme 1: Multicultural Europe and the Refugee Crisis**

Friday, Feb 5: Immigration and Europe’s New Demographics

Monday, Feb 8: Discussion of Refugee Crisis with Croft Speaker Ariane Chebel

d’Appollonia (short reading TBD); **Chebel d’Appollonia talk at 7pm is required attendance for all students**

Wednesday, Feb 10: Begin film, *In This World*

Friday, Feb 12: Finish *In This World* and discuss

Monday, Feb 15: Meanings of Multiculturalism and Assimilationism

Wednesday, Feb 17: Discussion of Fetzer and Soper

Friday, Feb 19: Finish discussion of Fetzer and Soper

Monday, Feb 22: News Media Assessment of Refugee Crisis / brainstorm about paper

### **First Paper Due Monday, Feb 29**

Reading (9-10 pp/day):

- Joel S. Fetzer and J. Christopher Soper, *Muslims and the State in Britain, France, and Germany*

### **Theme 2: The European Social Model and the Transformation of the Welfare State**

Wednesday, Feb 24: Origins and Definitions of the Welfare State

Friday, Feb 26: National and Regional Variations to the Welfare State

Monday, Feb 29: The Drive toward Welfare State Reform

Wednesday, March 2: Labor, Immigrants and the Changing Welfare State

Friday, March 4: **Quiz 2** and Discussion of Gornick and Jacobs

Monday, March 7: Discussion of Booth and Fritzell

Wednesday, March 9: Discussion of Esping-Andersen

Friday, March 11: News Media Assessment of Welfare State Reforms / brainstorming about paper

### **Second Paper Due Monday, March 20**

Readings (5-6 pp/day):

- Janet C. Gornick and Jerry A. Jacobs, “Gender, the Welfare State, and Public Employment,” *American Sociological Review*, no. 63, no. 5 (Oct 1998), pp. 688-710 (on Blackboard)
- Michael Booth, “Dark Lands: The Grim Truth behind the ‘Scandinavian Miracle,’” *The Guardian*, Jan 27, 2014; and “The Nations Respond,” *The Guardian*, Feb 5, 2014:

<http://www.theguardian.com/world/2014/jan/27/scandinavian-miracle-brutal-truth-denmark-norway-sweden>

- John Fritzell, “Still Different? Income Distribution in the Nordic Countries in a European Comparison,” in *Nordic Welfare States in the European Context*, pp. 18-41. (on Blackboard)
- Gosta Esping-Andersen, “A Welfare State for the 21<sup>st</sup> Century,” Report to the Lisbon Summit (EU), March 2000. (on Blackboard)

### **SPRING BREAK: March 14-18**

#### **Theme 3: EU Enlargement and the Euro Debt Crisis**

Monday, March 21: Historical Development of the European Project

Wednesday, March 23: The European Union – Institutions and Doubts

#### **GOOD FRIDAY: March 25**

Monday, March 28: The Long View of the Debt Crisis

Wednesday, March 30: **Quiz 3** and Discussion of Soros

Friday, April 1: Discussion of Pisani-Ferry

Monday, April 4: Discussion of Pisani-Ferry

Wednesday, April 6: News Media Assessment of the Debt Crisis / brainstorming about paper

#### **Third Paper Due Wednesday, April 13**

Readings (11-12 pp/day if not reading during Spring Break; 8-9 pp/day if you are):

- George Soros, “The Tragedy of the European Union and How to Solve It,” 2012: <http://www.nybooks.com/articles/archives/2012/sep/27/tragedy-european-union-and-how-resolve-it/?pagination=false>
- Pisani-Ferry, *The Euro Crisis and Its Aftermath*, 2014

#### **Theme 4: Legacies of War and Communism in Eastern Europe**

Friday, April 8: Introduction to the Politics and Geography of Eastern Europe

Monday, April 11: World War II on the Eastern Front

Wednesday, April 13: The Experience of Communism in Eastern Europe

Friday, April 15: The Fall of Communism

Monday, April 18 - Friday, April 22: Watch Wajda’s *Katyn*

Monday, April 25: Discuss *Katyn*

Wednesday, April 27: **Quiz 4** and Discussion of Porter

Friday, April 29: Discussion of Porter

Monday, May 2: Europe’s Periphery - Ukraine and the Former Yugoslavia

#### **Fourth Paper Due Friday, May 13**

Reading (11-12 pp/day):

- Anna Porter, *Ghosts of Europe: Central Europe's Past and Uncertain Future*

## **Conclusion**

Wednesday, May 4: Wrap-Up

Friday, May 6: Review for Final / Croft Teaching Evaluations

**Final Exam: Monday, May 9, 12-3pm**