



SUFFOLK UNIVERSITY

MADRID CAMPUS

SF 199 M1 - UNFOLDING THE EUROPEAN UNION

Instructor Information:

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Course Information:

Catalog Description: One of the major cornerstones of the undergraduate curriculum in the College of Arts and Sciences is the Seminar for Freshmen. All incoming first-year students in the College take one of these Seminars, choosing from over 50 offerings in a wide variety of fields. The Seminar professors also become students' first-year advisors, guiding students to valuable resources and offering them a link to the intellectual life of the College. Because the Seminars are limited to no more than twenty students, they offer students an excellent opportunity to get to know their professor/first year advisor, their classmates, and the University in ways that might not otherwise be possible. The Seminar allows students to engage in deep thinking about a topic that is focused but that has broad implications that often cross disciplinary boundaries.

Instructor's Additional Course Description: Review of the major issues related to the European Union. Its history, objectives, members, main institutions and enlargement will be studied, along with the main consequences of membership for the European people, ranging from gender questions, to labor market structure and political culture. The course will seek the definition of concepts such as supranational democracy, accountability, multiculturalism, sovereignty, etc. Special attention will be paid to the future of the EU and its role in the international scenario.

Credit Hours: 4

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

Assignment/Activities	Engagement Estimate	Engagement Hours
Course Readings	500 pages x 8 minutes per page	66
3 Debates (Preparation)	4 hours for reading and prep per debate	12
Final Project	20 hours preparation	20
Midterm Exam	15 hours preparation	20
Final Exam	15 hours preparation	20
Class Attendance	3 hours X 15 weeks	45
TOTAL		183 HOURS

Textbook/Course Materials:

Readings will be provided by the professor in class.

In addition to reading the assigned articles, you **must read the following two books:**

- (1) Joseph E. Stiglitz, "The Euro: How a Common Currency Threatens the Future of Europe," Norton, 2016. (This book is to be read prior to the midterm exam).
- (2) Philipp Ther, "Europe Since 1989: A History," Princeton University Press, 2016. (This book must be read in the second half of the semester).

Course Readings: (Additional readings (articles) will be sent by email on a weekly basis)

1. Ther, Philipp, *Europe Since 1989: A History* (translated by Charlotte Hughes-Kreutzmüller), Princeton University Press, Princeton, 2016.
2. Stiglitz, Joseph E., *The Euro: How A Common Currency Threatens the Future of Europe*, W.W. Norton Co., New York, 2016.
3. Senior Nello, Susan, *The European Union: Economics, Policies & History* (Chs. 1, 2 & 3), McGraw Hill, Berkshire, 2012.
4. Articles stated in the course schedule and additional readings that will be provided throughout the course.

Recommended readings

Also you can find EVERYTHING at the CEU Center of European Documentation which is literally two minutes away from Suffolk (www.uspceu.com.cde).

Course Goals & Learning Objectives:

Upon successful completion of this course, students will know/understand	Upon successful completion of this course, students will be able to	How the student will be assessed on these learning outcomes:
<ul style="list-style-type: none"> • Basic history of the EU formation and development 	<ul style="list-style-type: none"> • Identify different theories of supranational integration • Compare & contrast them • Interpret sociopolitical events according to different theories 	Demonstrated knowledge of the readings in class discussion Exams
<ul style="list-style-type: none"> • Understand the central role of the EU institutions, their changes and functions 	<ul style="list-style-type: none"> • Explain causes & effects • Name principal actors & their role in the EU • Explain events in EU history in terms of these institutional functioning 	Active, appropriate and positive class participation Exams
<ul style="list-style-type: none"> • The essential (sociopolitical and/or economic) benefits and challenges of being a member of the EU 	<ul style="list-style-type: none"> • Name, identify, explain, compare & contrast global issues today 	Possible pop quizzes on the readings Debates Final Project

Upon successful completion of this course, students will know/understand	Upon successful completion of this course, students will be able to	How the student will be assessed on these learning outcomes:
<ul style="list-style-type: none"> The future of the single currency and of the EU itself as it faces the deepest crises of its history (populism, immigration, terrorism, refugees, Brexit, energy and climate, social policy, etc.) 	<ul style="list-style-type: none"> Narrate the history, identifying significant problems of the recent economic crisis Describe, explain & analyze achievements, limitations and the crises regarding immigration, refugees, terrorism Predict the EU future 	Midterm exam (essay type) Debate Final Project
<ul style="list-style-type: none"> The relations between the EU, Russia and the Middle East 	<ul style="list-style-type: none"> Give a chronological account of the integration process and how it affects EU's relationships with other major world powers Describe & explain impact of EU foreign policy in the world, including the US 	Midterm exam (essay type) Debate
<ul style="list-style-type: none"> How to think critically and independently about EU politics and its actors. 	<ul style="list-style-type: none"> Distance yourself from the mainstream information aired by the media Distinguish reliable sources of information and data. Elaborate objective arguments for discussion and debate 	Exams Final Project

Assignments/Exams/Papers/Projects:

Mid-term and final exams (40%)

This course has two examinations which are designed to check the progress made towards meeting the course learning outcomes. They are comprised of short and long essay questions that test students' abilities in three important areas of competency: the amount of information mastered; the accuracy of the information presented, and the significance ascribed to the facts and ideas learned throughout this course.

Final Project (20%)

In groups of two or three, students will produce short documentaries with the purpose of reaching EU citizens (and particularly disaffected youth) with a message about Europe. Each documentary will address challenges facing the European Union at this moment (Brexit, relations with the U.S. and Russia, migration and refugees, the rise of populism, terrorism, the euro crisis, etc.). The documentaries will examine the issues and provide a commentary as well as proposals for the resolution of the crises. Various formats may be used to produce these mini-documentaries and they may include video and audio-clips, photographs, charts, etc. The students will write and perform the voice-over. The documentaries will be viewed and discussed in class and then joined to produce a single, longer film which will be shared with Suffolk University in Boston.

Debates (20%)

There will be two class debates on major challenges to the EU's future: (a) terrorism, immigration and refugees, (2) and Europe's changing relationships with other nations in the globalized world. You will work in groups which will take opposing viewpoints and defend them.

Participation (10%)

Completion of assignments and engagement in the activities of the class —demonstrated through verbal and written means— is required in this course. This grade will be calculated to reflect the quality of students' participation in class discussions, their capacity to deliver ideas and thoughts, and to express their analysis in intellectual, constructive argumentation. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and classmates, and give full attention to class activities.

Course Policies:

Attendance: The Suffolk University faculty and administration believe that attendance is critical to understanding and applying knowledge and skills taught. The policy is that students must attend all classes. If a student has more than two unjustified absences the final grade will be lowered by half a grade, (for example, a B will become a B-). After each additional absence, the grade will be lowered by another half a grade. In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class.

Punctuality: Arriving more than ten minutes late to class will be considered an absence. The student might not be allowed to enter class. Students are also expected to remain in the classroom during class except, of course, in an emergency situation.

Cellular phones and laptops: Cell phones should be turned off during class. Laptops may be used, only if that use is related to class activities. Laptops should be off/closed when other students make presentations.

Assignment submissions: The term paper and any other required assignments must be submitted as **hard copy (!)** at the beginning of a scheduled class (please see above).

Late submissions: Late work will not be accepted. There will be no alternative to completing all required work as scheduled. Hence, failing to hand in required assignments on time results in a **loss of points** or – as in the case of the term paper – in a **grade of "F"** (i.e. the student will lose 20% of the total of his/her final grade). In the event of illness, documentation must be provided.

Food and drinks: Students may only consume water during class; no other kind of drinks and no food may be brought to class.

Cancelled class: Should a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

Grading/Evaluation:

<i>Midterm Exam</i>	20%
<i>Final Exam</i>	20%
<i>Final Project</i>	20%
<i>Debates</i>	20%
<i>Participation</i>	10%
TOTAL	100 %

Participation/Attendance Policy:

The SUMC Student Handbook states the following:

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.

Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.

Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.

Any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at www.suffolk.edu/disability for information on accommodations.

Student Resources:

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 "Academic Policies and Services". Section 5, "Living in Madrid", contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

Midterm Review:

At midterm, around week 6, you will be given a midterm grade based on your progress to date and performance on assignments, quizzes and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

Academic Misconduct:

www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships, study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

Academic Grievances Policy:

www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics

Course Schedule:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Weeks	General Topic of Lesson	Readings or other Assignments Due
1	Introduction to the course. Defining Europe and European Identity - Historical, cultural, economic and social foundation of a community.	Class presentation
2	History of the European Union: 1951-1973 <i>(After the Wars: An Unprecedented Project for Lasting Peace, Prosperity and Social Justice)</i>	<i>The European Union: Economics, Policies & History</i> , Ch. 1 pp. 2-14. Ch. 2, pp. 15-40. Class presentation
3	History of the European Union: 1973-1993 <i>(Early Crisis Followed by Great Strides Forward)</i>	<i>The European Union: Economics, Policies & History</i> , Ch. 2, pp. 15-40. Class Presentation
4	History of the European Union: 1993-2017 <i>(From the Birth of the Euro to the Crises that Threaten the Union's Future)</i>	<i>The European Union: Economics, Policies & History</i> , Ch. 2, pp. 15-40. Class Presentation
5	The European Institutions and How They Work	<i>The European Union: Economics, Policies & History</i> , Ch. 3, pp. 41-69. Ch. 6: pp. 121-164.
6	The Euro: How It Was Achieved and What is Happening Now Review for the midterm exam. Deadline for paper topic approval by professor	<i>The Euro: How A Common Currency Threatens the Future of Europe</i> , Joseph Stiglitz (pdf) https://emf.neocities.org/tmp/TheEuro.pdf
7	Midterm Review & Discussion on Euro	
7	Midterm Exam	
8	PROGRESS REPORT ON DOCUMENTARIES ARE DUE Discussion: "The Euro," by J. Stiglitz Energy and Climate Change Guest speaker	<i>The Social Policy of the European Union</i> http://ijbssnet.com/journals/Vol_4_No_10_Special_Issue_August_2013/2.pdf "The Euro," by Joseph Stiglitz Energy Policy: Communication from the EU Commission to the European Parliament, The Council, The European Economic and Social Committee and the Committee of the Regions (2014)
9	EU Enlargements and the New Neighbor Policy: A Fading Dream?	Enlargement Fatigue in the European Union: Enlargement to Many Unions , Royal Institute. The Expanding European Union: How to Evaluate Policy? What Prospects for Spain's Presidential Election? Elcano Institute

Weeks	General Topic of Lesson	Readings or other Assignments Due
10	<p>Immigration, Refugees and Terrorism: Could They Tear the Union Apart?</p> <p>Nov. 8: Viewing of documentary</p>	<p>Prepare debate in groups.</p> <p>Europe's Crisis: Refugees, Terror and Impotence http://www.huffingtonpost.com/michael-brenner/europes-crisis-refugees-t b 8738994.html</p> <p>How Europe Left Itself Open to Terrorism http://www.pbs.org/wgbh/frontline/article/how-europe-left-itself-open-to-terrorism/</p>
11	<p>Debate: Open arms or closed borders? Assimilation or ghettoization?</p> <p>Brexit: Causes and Impact Greece Populism and the Eurozone Crisis Mean for the Future of the Union?</p>	<p>- Readings on Immigration, Refugees and Terrorism</p> <p>- CNN video on Polish White Supremacy Protests</p> <p>- Brexit: https://www.youtube.com/watch?v=L9edfG1utRg BBC: <i>All You Need to Know About Brexit</i></p> <p>agenda for the future of the European Union: Addressing citizens' expectations, Real Insano</p>
12	<p>Critical Relations in Flux: The U.S., Russia</p> <p>Impact of the Great Recession on the EU and on the North-South schism it exacerbated.</p> <p>November 22</p>	<p><i>Europe Since 1989: A History</i>, Phillipp Ther Chapters 5, 6 and 7.</p> <p>VISIT TO REAL INSTITUTO ELCANO: Ignacio Molina North/South East/West Schisms since 1989</p>
13	<p>PRESENTATION OF FINAL PROJECTS (DOCUMENTARIES)</p> <p>REVIEW FOR FINAL EXAM</p>	
14	<p>FINAL EXAM</p>	

In addition, several of the following activities will take place. They will be useful for the development of the final projects.

1. Contact and dialogue with official and grassroots programs that have generated an organic, vibrant transnational youth community that whose horizon does not stop at national borders but spans the entire 27-member EU community (Stand Up for Europe, Pulse of Europe, DiEM25, EU 40, Erasmus...)
2. Visit to the Royal Elcano Institute for an open discussion with their experts on the EU to gain their insights on the multiple crises currently facing the EU. During this visit, students will also learn about the creation of the Royal Elcano Institute, as the principal think tank on foreign policy which informs decision-makers in the Spanish government regarding Spain's relationship with other nations and regions of the world.
3. Visit to the European Commission and Parliament representation offices in Madrid for discussion with the representatives of these institutions.
4. Introduction to contemporary European culture in the plastic arts and performing arts (music, dance, film).