Introduction

The European Union (EU) won the Nobel Peace Prize in 2012. Starting out with just six countries back in 1952, it has expanded to a club of twenty-eight member states today and continues to attract an ongoing list of candidates. With the largest single market in the world, the EU’s currency, the euro, is the only competitor to the US dollar as a major currency for global exchange. And yet several economies of the “Eurozone” have been mired in financial crisis since 2009, and shrill “eurosceptics” in the United Kingdom (UK) have questioned whether their country should remain a member. What is the origin and future of the EU and the euro? In this course, we explore the regional integration of Europe in the postwar era. Since the “EU” began back in early years of the Cold War, the central question we consider is why states that fought devastating wars for centuries chose to put down their arms and merge their destinies with a common market, single currency, and binding “supranational” legal system. We will focus on the evolution of economic and political motivations for integration and the legal pressures that erode state sovereignty today. Prerequisite: Junior standing.

Learning outcomes involve the development of your ability to

• describe and explain major postwar developments within the EU
• use reliable sources proficiently to engage in research
• argue analytically, express ideas coherently, and present information clearly
• manage time to meet deadlines in the context of competing priorities
• collaborate with and/or exercise leadership among peers

Required Reading: I recommend that you (1) attain a hard copy of the book: John McCormick, Why Europe Matters: The Case for the European Union and (2) print out the assigned chapters, articles, and documents available for downloading via Canvas.

Schedule of assignments

In-class writing Unannounced during classes: Bring assigned texts and laptop
Research paper Hard copy draft due for in-class peer review at noon on R 4/23
Litigation simulation Final paper uploaded to Canvas by 2 pm on T 4/28
Debates T/R, 5/12 and 5/14: Attendance required both days
Take-home final exam T/R, 5/26 and 5/28: Attendance required both days
Upload to Canvas by 2 pm on T 6/2

Weight of assignments for the course grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Weight of Assignment for the Course Grade</th>
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<tbody>
<tr>
<td>In-class writing</td>
<td>25 percent</td>
<td>Participation in discussions 10 percent</td>
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<tr>
<td>Litigation simulation</td>
<td>5 percent</td>
<td>Debate 5 percent</td>
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<tr>
<td>Research paper</td>
<td>25 percent</td>
<td>Take home final exam 30 percent</td>
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Calculation of the final course grade: Assignments receive letter grades with DU grade points. Letter grades correspond to the following values to calculate course grades:

A+ 4.33  A 4.0  A- 3.67  B+ 3.33  B 3.0  B- 2.67
C+ 2.33  C 2.0  C- 1.67  D+ 1.33  D 1.0  D- .67  F = 0
Example of a course grade calculation:
\[(4 \times 0.25) + (3.0 \times 0.05) + (3 \times 0.25) + (3.0 \times 1) + (3.33 \times 0.05) + (3.67 \times 0.35) = 3.35\]
This would be a B+ course average. Since the student demonstrated consistent work on in-class writing over the whole quarter (first A), substantial improvement over the quarter from the research paper (B) to the final paper (A-), and improvement from the ECHR simulation (B) to the debate (B+), I would boost the course grade to an A-.

Grading for in-class writing: These assignments are credit/no credit and require regular attendance. Up to two make-ups are acceptable in the event of excusable absences. The percentage completed of credit/no-credit in-class writing assignments determines the grade for this component of the course.

All completed on time: A+  
80 percent completed on time: B  
60 percent completed on time: D

90 percent completed on time: A  
70 percent completed on time: C  
Less than 59 percent completed on time: F

Participation requires regular attendance
Frequent constructive contributions: A+  
Rare constructive contributions: B  
Habitual absenteeism (≥ 3 absences): D

Periodic constructive contributions: A  
Attentive silence: C  
Inappropriate/disruptive behavior: F

What are constructive contributions? These include comments and questions that relate directly to course material from assigned readings, lectures, and films or discussion of relevant current events. Your contributions should reflect your understanding of course materials and related ideas. The quality of contributions matters more than quantity, so avoid dominating discussions.

What is inappropriate and disruptive? The habitual expression of irrelevant points, claims from dubious sources, or unsubstantiated opinions; persistent efforts to dominate discussion; and tuning out of class by tuning in to electronic media or side discussions with a neighbor.

Cooperative and active learning
Students will spend part of most class sessions engaging in both independent and cooperative explorations and analyses. Cognitive research increasingly demonstrates that students learn most when they investigate facts, discover ideas, and solve problems on their own and in collaboration with peers before listening to instructors’ explanations. By contrast, passively listening to a well-organized lecture first has been shown to result in limited engagement, little to no comprehension of newly presented information, and reinforcement of preexisting beliefs regardless of their accuracy or validity. Meanwhile, even auditory learners who readily absorb new ideas from lectures and perform well as “soloists” learn even more when they explain their thoughts to others (Kantrowitz 2014, Wieman 2014, Kolowich 2014). In addition to maximizing your learning in this class, learning to collaborate effectively with peers and exercising leadership are both valuable “soft skills” in contemporary careers (Casserly 2012, Holmes 2012).

Student conduct: Regular attendance and active engagement in assignments and discussions maximize learning. As we discuss course topics, feel welcome to question and disagree respectfully with the professor, your peers, and the assigned authors in a manner that facilitates the learning process for others and acknowledges the dignity of all individuals. University policy requires respect for values related to academic honesty, civility, and compliance with the law.
You may consult University policies concerning the details of these values and the consequences for their violation at http://www.du.edu/studentlife/studentconduct/policies/

**Technology and learning:** *I want you to learn as much as possible and earn a good grade.* As a result, I ask that you bring print copies of assigned readings to class; take notes on paper; and restrict your use of laptops during class sessions to specific assignments that require online research, collaborative writing, or posting to Canvas. Meanwhile, texting during class is appropriate only in emergencies.

*Why am I advocating such traditional approaches to learning?* Research demonstrates that “students who read texts in print score significantly better on … reading comprehension … than students who read … texts digitally” (Mangen, Walgermo, and Brønnick 2013, 61). Research also shows that “students who use laptops in class spent considerably more time multitasking and that laptop use posed a significant distraction to both users and fellow students” (Fried 2008). Indeed “participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not” (Sana, Weston, and Cepeda 2013, 24). “Research on multitasking has uncovered clear evidence that human information processing is insufficient for attending to multiple stimuli and for performing simultaneous tasks” (Junco 2012a, 2236). This is true even for the “Net Generation” born after the 1980s (Kirschner and Karpinski 2010, 1237). As a result it is not surprising that “…using Facebook and texting during class were negatively predictive of overall semester GPA” (Junco 2012a, 2241). Finally, even when laptops are solely used to take notes and students are given the opportunity to review their notes after a week’s delay, “participants who had taken notes with laptops performed worse on tests of both factual content and conceptual understanding, relative to participants who had taken notes longhand” (Mueller and Oppenheimer 2014, 1, 8). As you learn to manage competing demands for your time outside of class, you may want to consider that “time spent on Facebook was strongly and significantly negatively related to overall GPA” (Junco 2012b, 187). Those who access Facebook while studying at home also have lower GPAs than those who stay “on task” (Rosen 2014, 948). Similar to the impact of multitasking during class, “…evidence from psychology, cognitive science, and neuroscience suggests that when students multitask while doing schoolwork, their learning is far spottier and shallower than if the work had their full attention. They understand and remember less, and they have greater difficulty transferring their learning to new contexts” (Paul 2013). You must decide how to balance such trade-offs outside of class. During class, multitasking with your laptop, phone, or tablet will result in a failing participation grade.

**Accommodations for different learning styles:** If you have a disability protected under the Americans with Disabilities Act, the Disability Services Program (303.871.2278 or dsp@du.edu) is a resource on campus that can help you to coordinate appropriate accommodations with faculty in all of your courses. Please consult with me privately during office hours or via email before assignments are due and before class activities occur if you need an accommodation in order to demonstrate your learning more accurately. For information about the Disability Services Program at the University of Denver, see http://www.du.edu/studentlife/disability/dsp/index.html.

**Accommodations for religious observance:** University policy grants students excused absences from class for observance of religious holy days, unless the accommodation would create an
undue hardship. Please consult with me privately during office hours or via email prior to missing class or assignments. For more information about the University of Denver’s religious accommodation policy, see http://www.du.edu/studentlife/religiouslife/DU_religious_accommodations_policy.html

**Make-ups and late assignments:** Students with legitimate reasons for missing class or deadlines may consult with the professor privately during office hours or via email to qualify for a make-up/late submission. Credible excuses for all but emergencies are communicated prior to missing any exam or deadline. Please use email or voice mail in the event of potentially contagious illness and obtain a written excuse from your health care provider. Make ups of collaborative assignments requiring in-class participation entail individual completion of the assignment: Students are responsible to pre-arrange these make-ups or consult with the professor as soon as possible after an emergency. Make-ups are due at the time of the missed class session or within 72 hours of the professor’s communication of an alternative written assignment, depending on the circumstances of the absence.

**In the absence of a pre-approved exception or documented emergency, late penalties apply:** Same day after the specified deadline (until midnight): a one-step deduction (−). Each 24 hours after the deadline: another step down (A becomes a B+ when submitted the next day but within 24 hours after a deadline). A maximum of two make-ups of excusable in-class writing assignments is possible.

**Schedule of readings and discussions:** Bring assigned texts and laptop to class
Your success depends on your completion of the assigned readings before class, regular attendance in class, and active participation in discussions and class writing assignments. Readings are available in the required book for this course except where noted by an asterisk, indicating *articles and documents available on Canvas. Films and short news clips shown in class are also required course materials and need to be viewed independently in the case of absences.

**Week 1**
- **Tuesday, 3/24**
  Read the syllabus carefully and buy the book
- **Thursday, 3/26**
  McCormick, p. ix-xii from the “Preface” and “Introduction”

**Week 2**
- **Tuesday, 3/31**
  McCormick, Chapter 2 “Europe as a Peacemaker”
  * Spinelli and Rossi, “Ventotene Manifesto”
  * Churchill, “Tragedy of Europe”
  * Schuman, “Schuman Declaration”
  * “Preambles to the Treaties Establishing the European Communities”
- **Thursday, 4/2**
  De Gaulle, “Concert of European States”
  * Hoffmann, Excerpts from “Obstinate or Obsolete?”

**Week 3**
- **Tuesday, 4/7**
  McCormick, Chapter 3 “Europe as a Marketplace”
  * Delors, “Necessary Union” (continued next page)
* “Preamble to the Single European Act”

Thursday 4/9
McCormick, Chapter 7 “Europe as a Global Player”
* Thatcher, “Family of Nations”
* Film clips from “Iron Lady” and the House of Commons

**Week 4**
**Toward an ever closer Union? Supranationalism and the “F” word**

Tuesday 4/14
McCormick, Chapter 1 “What is Europe”
McCormick, Chapter 6 “Europe as a Political Model”

Thursday 4/16
McCormick, Chapter 4, “Europe as a Democracy”

**Week 5**
**Toward constitutional democracy? Individual rights vs majority interests**

Tuesday 4/21
* Wind, “The Nordics, the EU, and the Reluctance …”

Thursday 4/23
*Hard copies of drafts due in class at noon for peer review*

**Week 6**
**Evaluating EU member states: Who measures up?**

Tuesday 4/28
*Research paper due to be uploaded to Canvas by 2 pm*
Voluntary workshop during class: Lingering questions?

Thursday 4/30
McCormick, Chapter 5, “Europe as a Community”
* Hoffmann, Excerpts from “Obstinate or Obsolete?”
* Film clip from “Yes, Minister”

**Week 7**
**Toward an ever wider Union? Enlargement and its discontents**

Tuesday 5/5
* Wood and Quaisser, “Political Economy of Widening and Deepening”

Thursday 5/7
* Wood and Quaisser, “Dealing with the Neighbors”

**Week 8**
**Transcending sovereignty? Enforcing human rights**

Tuesday 5/12
* Read legal materials posted to Canvas and available online
Develop litigation strategy and prepare opening arguments (lawyers) OR
Develop approach to questioning the parties (judges)

Thursday 5/14
Simulation of a hearing before a European Court
Lawyers make arguments, Judges question lawyers
Last 15 minutes of class: Judges coordinate to prepare their ruling

**Week 9**
**How might Europe improve?**

Tuesday 5/19
McCormick, Chapter 8, “Where to from Here?”

Thursday 5/21
McCormick, Chapter 9, “Twenty Reasons Why Europe Matters”
**Week 10**  
**Evaluating the European Union: What motivates it? Where is it headed?**

**Tuesday**  
5/26  
Debate 1: Who deserved the 2012 Nobel Peace Prize? The EU or the US?  
Debate 2: How far should integration go? Federalists vs Intergovernmentalists

**Thursday**  
5/28  
Debate 3: What should the EU do with Greece? Kick it out? or Keep it in?  
Debate 4: Should the EU expand to any new members? Yes (which) or no?

**Exam week**  
**Upload take-home final exam to Canvas by 2 pm**  
**Tuesday**  
Exam session scheduled from noon-1:50 pm

**6/2**  

**DESCRIPTION OF COURSE ASSIGNMENTS**

**Readings**
Readings provide the most important foundation for learning in this class. I expect you to read assigned texts carefully and take notes on information within films. I recommend that you attain hard copies of all assigned readings: Cognitive research indicates that readers concentrate most effectively on print texts and annotate these materials in ways that help to recall and retrieve information. By contrast, readers are more likely to skim electronic sources and take longer to complete e-texts given frequent interruptions (instant messaging, et al), ergonomic discomfort, and poorer resolution. Your ability to integrate information from assigned readings, films, specified external sources, and other reliable external sources into class assignments will be the single most important determinant of your grade in this course.

**In-class writing: Bring assigned texts and laptops to each class**
Individually and in cooperative learning teams of three, students will analyze information and ideas from assigned readings, films, or specified data and write brief essays, reports, and tables during several class sessions. To be prepared to participate in these assignments, it is important that (1) students complete assigned readings on-time and (2) bring assigned texts and laptops to each class. In-class writing assignments are credit/no credit and require regular attendance. The grade individuals receive depends on the percentage of assignments completed (see p. 2), and whether it is apparent that students contributed to their teams’ efforts. Free riding on other team members will result in no credit for the free rider.

**Research paper**
*Each student will be responsible for comparing two EU member states in a research paper of 6 – 8 pages*, not including any tables of evidence, figures, charts, or the required annotated bibliography. Structured case selection for comparisons will be assigned during week 2.

Within the context of the assigned scholarly literature in this class, students will explore the extent to which European integration has promoted economic progress and rights protections in their two countries. Students are required to incorporate a set of specified sources into their analysis and will need to provide annotations to justify the use of external sources that they discover independently.

**European litigation simulation**
The class will engage in a simulation of an oral hearing at a European court, examining an allegation of a human rights abuse in an EU member state. Teams of a few students assigned to act as lawyers will prepare a series of oral arguments about how the Court should decide a case.
The set of students assigned to act as a chamber of judges will ask questions of lawyers during the hearing and issue a decision. All students will be assessed on the basis of the quality of verbal contributions to the hearing. If you do not speak up, you cannot earn credit.

*Punctual attendance and active participation are required on both days of the simulation.* Arriving more than five minutes late to class will result in a one step grade penalty on this assignment. Arriving more than 15 minutes late will result in a full grade penalty. Missing the entire in-class simulation without a legitimate excuse will result in a zero on this assignment.

**Debates**
Each student will participate in one debate, arguing on behalf of or in opposition to one of the positions articulated on the syllabus. Good contributions will draw on assigned readings for this course and may also include information from reliable external sources. Evaluation will be based on the quality of individual student contributions to the debate, within the context of others’ contributions. All advocates of a particular position must contribute constructively to earn credit.

**Final exam**
Students demonstrate their understanding of assigned course material and findings from student research in a comprehensive take-home essay exam that takes the form of a paper up to 8 pages. The exam question will be distributed on Tuesday, May 26.

*Evaluation of research papers and the final exam are based on the extent to which they*
1. demonstrate an understanding of relevant evidence and course material respectively (data from specified and other reliable sources; assigned readings, class discussions)
2. organize discussions in a coherent manner
3. articulate ideas clearly, using the English language correctly
4. provide adequate acknowledgment of reliable sources with appropriate citation
5. annotate to justify the reliability of external sources discovered independently.

**Formatting for writing assignments in this class**
The text must be double-spaced, with 1-1.25” margins and a 12 point font. Fonts must be easily legible, standard manuscript fonts, e.g. Times New Roman or Helvetica are good choices. Each “side” of a page of paper counts as one page for the purposes of all assigned page lengths.

*All quotations from assigned readings require citations immediately after the quoted statement in the following format:*
“We British have in a special way contributed to Europe. Over the centuries we have fought to prevent Europe from falling under the dominance of a single power” (Thatcher, p. 50-51).

Be sure to cite the author of the text you cite. Notice that this quotation cites the speech of Margaret Thatcher. Therefore, the in-text citation lists her name, and not those of Nelsen and Stubb, who are the editors who collected a number of articles and compiled them into a reader.

*Include a complete citation to the work in a works-cited listing in the following format:*
For citations of external sources follow this format within the text and in the full citation in the works-cited listing:
“Conditions [in Greece] for undocumented immigrants and asylum-seeking children were particularly difficult. During the year local and international NGOs, including Amnesty International, Doctors without Borders and the UNHCR on several occasions, found unaccompanied minors incarcerated along with adults in detention centers in the Aegean islands under degrading, inhumane, and unsanitary conditions” (State Department 2010, 16).


The first full bibliographic citation for an ECHR judgment appears as follows:

Subsequent full bibliographic citations of ECHR judgments may be abbreviated:
ECHR (2012). Eremiasova and Pechova v the Czech Republic.

If you have multiple documents from the same source in the same year, distinguish between them using the following format (ECHR 2010a, ECHR 2010b) in the in-text and bibliographic citations.

Refer to the discussion of technology and learning on p. 3 and the works cited listing at the end of this syllabus for further examples of citations to scholarly articles and news sources.

Citations of external sources that you discover independently require an annotation:
After the full bibliographic citation, describe the source in complete sentences, specifying the relevant characteristics of the organization or individual that produced the document to justify why we can trust this source as reliable.

Works cited


