

Georgia Institute of Technology/GTL
Sam Nunn School of International Affairs/Ivan Allen College

INTA 2221:
**Politics of the European Union: Metz as a Gateway to
Understanding France and Europe Today**

Spring 2016

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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 Lisbon Treaty, which in the aftermath of the global economic crisis and ensuing Eurozone problems, has been extended to include a banking union and fiscal compact. 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 28 countries representing 500 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 27 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 six 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 with their own cultural and national backgrounds. Additionally, the course examines contemporary debates and policy challenges within the European Union such as the on-going debt crises and problems in the Eurozone, the rise of euroscepticism and the conflict in Ukraine and the tense relations with Russia. 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, guest speakers and visits to museums, and political and historical sites.

To enhance the quality of classroom discussions it will be helpful to follow current events and the news related to developments in 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, *The Financial Times* and *The Economist*. For French speakers, *Le Monde* and *Le Figaro* are leading national newspapers and France Info, France Culture and France 24 are other useful sources.

Key Learning Objectives:

- Build knowledge of the role and contemporary issues of the European Union in France, Europe and the world
- Develop basic analytical skills to assess the impact of European integration on domestic and international politics
- Provide an understanding of the functioning of European institutions and the policy making influence of the EU on regional and global governance
- Develop capacity to think in a self-reflexive way
- Compare and contrast student's own cultures with the multicultural environment of the European Union
- Understand relationships among languages, philosophies, cultures, literature, ethics, politics and economics as well as the arts and architecture

- Demonstrate the ability to describe the social, political, and economic forces that influence Europe and the global system
- Through an in-depth study of readily accessible cultural, political, and historical sites and activities available to the European campus of Georgia Tech Lorraine, students will be exposed to and directly interact with selected multicultural and globally oriented activities. They will then be able to demonstrate understanding of political, social, economic, and institutional developments across the globe.
- Using the different languages and cultures available in the European environment, students will demonstrate an understanding of the world from different linguistic, cultural, literary and aesthetic perspectives. This course will involve site visits and direct interaction with the multicultural European Union as a part of the structured site visits of at least France, Luxembourg, Belgium, and Germany each of which are within a short distance of the Georgia Tech Lorraine campus.
- Using personal interactions during site visits coupled with more traditional classroom activities such as lectures, film screenings, and invited speakers, students will gain an understanding of the commonality and diversity among people and cultures across the Europe.

Useful websites:

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>

Useful 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 version) with news and information about French diplomacy and foreign policies.

<http://www.diplomatie.gouv.fr/en/>

Required Textbook:

John McCormick (2014) *Understanding the European Union*

Selected Readings posted to T-Square

Course Requirements and Grade Distribution:

Attendance and participation are essential to doing well in the course. Participation comprises 20% of the total grade for the course and absences must be due to illness or other personal emergencies as approved by the instructors. 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 10 % of the total grade, each student will prepare a PowerPoint presentation on a Member State of his or her choice (if possible or assignments will be made by the instructors) and provide a 5 minute oral overview profiling that country's accession and integration highlights, key policy concerns/contributions, and overall attitudes and support for the EU.

First Essay	20%	Due: 28 January
Mid-Term Essay	20%	Due: 14 March
Final Paper	30%	Due: 2 May
Member State Presentations	20%	Due: TBA
Participation	10%	

Academic Honesty:

All work must be entirely your own and must be produced in accordance with the Georgia Tech Honor code. Please read the Academic Honor Code carefully (<http://www.honor.gatech.edu/honorcode.html>) and familiarize yourself with your rights and responsibilities under Institute regulations. Any suspected cases of cheating on the exams or any other form of academic dishonesty will be turned over immediately to the Office of Student Integrity for investigation. If you have any further queries on this topic, please visit the website of the Dean of Students: www.deanofstudents.gatech.edu/integrity.

ADAPTS contact information: <http://www.adapts.gatech.edu/>

Schedule of Classes, Field Trips and Reading Assignments

Part I. The Historical Evolution of the European Union

Week One:

***Friday January 15 18.00-19.30**

*Note: exceptional meeting due to the altered first week of the GTL schedule. Subsequent class meetings will be held on Mondays from 18.00 to 19.30h. Please note also that there are a number of Mondays when class will not be held due to the extensive contact hours accumulated during the weekend fieldtrips and site visits.

Introduction and Overview of Course (Birchfield & Serafin)

Birchfield Lecture: Something New under the Sun? The Post-war Transformation of Western Europe

*Reading Assignment: McCormick, Chapters 1 and 2

and The Schuman Plan (posted on T-Square; Read before Friday's visit)

AND/OR

Film and Discussion: Rome and its Engineers

The purpose of this film is to show linkages between geography, architecture and empire. The first field trip will include views of Roman aqueducts near Metz as well as Roman ruins in Trier, Germany.

First Field Trip:

“Putting Metz in Historical, Geostrategic and Cultural Context”

Saturday 16 January

9.30 – 17 pm: TRIER (Germany's oldest city) guided visit: Roman amphitheater, Roman Baths and Basilica. Optional visit to home of Karl Marx/ Free Time.

Visit Aqueducts of Metz environs

Sunday 17 January

10:30-12h: FORT QUEULEU Guided visit

14h-16h: Guided visit- Metz: D'une Nef à l'Autre : Cathédrale to Pompidou. 2 hours

16h: Visit Pompidou Centre. 1 hour free visit.

Week Two

Monday 18 January

NO CLASS (MLK Holiday)

*Reading Assignment: McCormick, Chapter 3

Second Field Trip:

“The Roots of Franco-German Rivalry and the Vital Role of Robert Schuman, native son of Lorraine, in the Construction of Europe”

Friday 22 January:

14.00 -16.00 Scy Chazelles and Schuman Museum

Visit Maison Robert Schuman + film + Intro Europe
Conférence (lecture given by the Director)

Saturday 23 January:

Time TBA (weather dependent)
Hackenberg / Maginot line

Guided visit - **WWII American cemetery Saint Avold** Europe's largest American World War II military cemetery with 10,489 graves of American soldiers

Week Three

Monday 25 January 18.00 to 19.30

NO CLASS

First Exam/Essay Due by Thursday (28 January) at noon

Week Four

Monday 1 February 18.00 to 19.30h

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

*Reading Assignment: McCormick Chapters 4 and 5

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

Week Five:

Monday 8 February 18.00 to 19.30

Lecture: Widening versus Deepening: How the EU functions and interacts with its Member States and citizens

Assignments for Member State Presentations

Week Six: Monday 15 February

NO CLASS/SPRING BREAK

Week Seven: Monday 22 February

NO CLASS

Third Field Trip: The Heart of the EU: Brussels

Saturday, February 27

Guided bus and walking tour of Brussels, EU district and visit to the Parlamentarium. The Parlamentarium is an interactive museum tracing the history of European integration and the specific role of the European Parliament. Free time/dinner in the Grand' Place area

Week Eight: Monday 29 February 18.00 to 19.30

Member State Presentations

Founding Six and First, Second and Third Enlargement countries

Week Nine: Monday 7 March 18.00 to 19.30

Member State Presentations

Fourth and Fifth Enlargement countries

Part III. The EU as a transnational and global actor: Implications for France and other EU countries and for the EU-US Relationship

Week Ten Monday 14 March

No Class

Second Exam/Essay due by 18

Week Eleven Monday 21 March 18.00 -19.30

Lecture: The EU as a Global Actor: Foreign and Security Policy and the emergence of a European Diplomatic Corps (The European External Action Service)

Reading Assignment: McCormick Chapters 8 and 9

Week Twelve Monday 28 March

**No Class
Final Topics and Outlines Due**

**Week Thirteen
& Fourteen Monday 4 and 11 April (TBA)**

Final Field Trips/Site visits to Struthoff Concentration Camp and Gravelotte -guided visit of Franco-Prussian War Museum

Week Fifteen Monday 18 April 18.00 to 19.30

Debating Europe's Future: political, social and economic challenges; population/demographic changes, immigration/migration issues, security threats, competitiveness and social equality

Reading Assignment: McCormick's Conclusion

**Week Sixteen Monday April 25
NO CLASS/ work on final projects**

Final Papers due on 2 May

Guidelines for Exams/Essays, in-class presentation and final project:

As indicated on the syllabus there will be two exams worth 20 percent each and a final project/paper worth 30 percent. The exams are in essay format and will be comprised of response/reaction papers to each of the site visits undertaken throughout the semester. For each site visit, you should write approximately 750 words describing the learning experience and how it has shaped and contributed to your broader understanding of European politics 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.

Final Paper: The final project will be an individual research paper (7 to 10 pages/12 point font, double spaced) to be submitted by 7 December. Each student is expected to clear the topic with the professors prior to midterm/early October. In general your research paper should address a question (that you formulate yourself) and you should supply logic and supporting evidence for how you approach/ answer the question. We encourage creativity and welcome photographs and/or short videos to support your argument. The subjects are wide open as the EU is a complex and multi-faceted entity and on-going project. Here are some ideas and suggestions just to get you motivated and thinking about what you wish to study and research independently for this 30 % of your grade. For example: one common criticism of the EU project is that citizens across Europe do not understand it and there is no such thing as a common European identity. Respond to this with supporting or refuting evidence based on what you learn through the course and your travels during the semester. Other ideas: How does Europeanization affect the quality of life and politics in France and/or other EU countries? What evidence is there that European integration diminishes cultural and national diversity? (Or, to the contrary, how does the EU strengthen and protect such diversity?) What explains the rise of the far right parties such as the National Front in France and other EU countries? Is France's National Front party different in ideology and goals from far right parties in other EU countries? Why are some EU countries such as Germany opposed to nuclear energy whereas in France and Belgium nuclear power is a primary source of energy. Alternatively, your paper might be of a more exploratory and descriptive nature. You could investigate tensions between domestic and EU level politics and policies. For instance, you might examine how EU agricultural policies impact France or another EU Member State or choose any other policies such as environment or trade. Another

example: Choose a policy challenge or issue such as immigration and compare and contrast France and the United States or France and another EU country. A final one: Explore the impact of Americanization in France and Europe more generally. How do we distinguish the processes and effects of globalization from Americanization? Does Europeanization impede or facilitate these processes? There are a multitude of current issues, hot topics and critical policy challenges such as the refugee and migration crisis in Europe, the continuing threat of terrorism, the on-going trade deal (TTIP) being negotiated between the EU and the US or the on-going conflict with Russia over Ukraine, the nuclear deal with Iran, etc., where EU-US cooperation is essential. You may choose any such topic and compare and contrast EU and US motives, degree of cooperation and contribution to the successful management of these global governance challenges.

Member State/Country Presentations: This exercise will give you an opportunity to practice presentation and public speaking skills and comprises 10 percent of your grade.

Format: FIVE MINUTES/FIVE SLIDES

Each student will be assigned a Member State of the European Union and will conduct research on the following 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 determine are of particular significance to your member state. Summarize its positions in the specific debates. Provide explanation 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 is often portrayed as a Eurosceptic or a "reluctant partner;" thus we would expect a discussion of this reputation for example.
- Public opinion and debate in the member state regarding EU membership (e.g., attitudes of its citizens towards membership in the EU).