

**Georgia Institute of Technology/Georgia Tech Lorraine
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**

Fall 2020

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[*Due to the on-going Covid-19 pandemic, the modality of this course \(residential\) could be subject to change to remote or hybrid instruction. For up-to-date information on the Covid-19 situation in Europe, see: <https://www.ecdc.europa.eu/en/covid-19/situation-updates>](#)

Requirements specific to Fall 2020:

Course delivery: *Residential Spread* (following distancing guidelines) Each student will be expected to sit in an assigned seat. Georgia Tech Lorraine follows the Covid 19 recommendations posted by both the *Ministere de l'Education Nationale* imposing a minimum of 1 meter lateral distance between two students in class and the ones of the *USG* requiring to wear a mask if a 6 feet (1.8 meter) minimum social distancing cannot be respected. You are all required to wear a face covering while inside any campus facilities/buildings, including during in-person classes, and to adhere to social distancing of at least 6 feet. If an individual forgets to bring a face covering to class or into any indoor space, there will be a clearly marked supply of these in each building. If a student fails to follow Georgia Tech's policies on social distancing and face coverings, they will initially be reminded of the policy and if necessary, asked to leave the class, meeting, or space. If they still fail to follow the policy, they may be referred to the Office of the Dean of Students. [Information on the Institute's policy on face coverings.](#)

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 Treaty of Lisbon. 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 27 countries representing nearly 450 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 26 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 to their own cultural and national backgrounds. Additionally, the course examines contemporary debates and policy challenges within the European Union such as the rise of Euroscepticism, democratic backsliding and “Brexit” as well as the refugee and migration crisis and the on-going global Covid -19 pandemic. 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, and visits to museums and historical sites.

Key Learning Objectives:

- Build knowledge and understanding of the origins and current issues facing the European Union
- Develop basic analytical skills to assess the impact of European integration on domestic and international politics.
- Display an understanding of the functioning of European institutions and the policy making influence of the EU on regional and global governance
- Demonstrate the ability to describe the social, political, and economic forces that influence Europe and the global system.
- Increase awareness of the diversity of cultural, political and ethical systems across the EU.

Suggested Textbook:

John McCormick (2017) *Understanding the European Union*

Copies are available in the GTL library

All other readings are posted on Canvas

Useful Websites:

To enhance the quality of classroom discussions it will be helpful to follow current events and the news related to developments in the EU, 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, France 24 (English) *The Financial Times* and *The Economist*. Many articles from the latter two publications will be made available for required supplemental reading throughout the semester. For French speakers, *Le Monde* and *Le Figaro* are leading national newspapers and France Info, France Culture and France Television (TF 1, FR 2, 3 and TV 5) are other useful sources of

information. Der Spiegel is a German weekly news magazine that has an international version in English and for news and analysis of German, European and International Affairs, Deutsche Welle (dw.com) is 24/7 on-line and available in English.

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>

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 language option) with news and information about world affairs, French diplomacy and foreign policies.

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

Course Requirements and Grade Distribution:

Attendance and participation are essential to doing well in the course. Participation comprises 10% of the total grade for the course and absences must be due to illness or other compelling reasons. 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 20 % of the total grade, each student will prepare a PowerPoint presentation on a Member State (or multiple countries depending on class size) of his or her choice that covers the key debates and issues surrounding that country's accession and integration process, key policy concerns/contributions, and overall attitudes and support for the EU. More guidelines for this assignment are provided at the end of the syllabus. Finally, 10 % percent of the grade comes from quizzes drawn from the MS presentations.

First Essay	20%
Second Essay	20%
Final Essay	20%
Member State Presentations	20%
Participation	10%
Quizzes	10%

Grading Rubric (20 point scale)

Grade	Points	Descriptors
A	20 19 18	Outstanding performance demonstrating a superior understanding of the subject matter and exceptional execution of the assignment, confirming solid foundation of knowledge and a skillful use of concepts and/or materials.
B	17 16 15	Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an admirable ability to meet the expectations of the assignment.
C	14 13 12	Adequate performance demonstrating a passing understanding of the subject matter, a modest ability to handle the expectations of the assignment.
D	11 10 9	Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also displaying serious deficiencies.
F	<9	Did not demonstrate familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.

General Grading Scale

A = 89.5-100; B = 79.5-89.4; C = 69.5-79.4; D = 59.5-69.5; F = below 59.5

A: Outstanding and original work; well-argued, well-organized, without significant error or omission.

B: Very fine work, reasonably argued, clearly organized, with only slight error or omission; clearly well above the average.

C: Solid work of a satisfactory nature; clear evidence of engagement and comprehension, but with some organizational, factual, or interpretive errors/omissions.

D: Passing, but only marginally acceptable work with clear deficiencies of length, fact, organization, or interpretation; incomplete work.

F: Unacceptable work submitted with such significant deficiencies that no credit can be awarded.

Honor Code, Academic Honesty and Plagiarism Policy

“I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech community.”

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Please also be aware that plagiarism is a serious offense and if suspected will be reported to the Office of Student Integrity.

Statement on inclusiveness

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body.

See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations that you can have of us and that we have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, we encourage you to remain committed to the ideals of Georgia Tech while in this class.

Special Accommodations

Students requesting academic accommodations based on a documented disability are required to register with the Access Disabled Assistance Program for Tech Students (ADAPTS). Please obtain a form from the ADAPTS office and turn it in to me during office hours or in class at the beginning of the semester. (<http://www.adapts.gatech.edu>).

Schedule of Classes, Field Trips and Reading Assignments

Part I. The Historical Evolution of the European Union

Week One September 1

Introduction and Overview of the Course

Film: “Rome and its Engineers”

The purpose of this film is to show linkages between geography, architecture and empire as well as the political and cultural underpinnings and legacies thereof. The first field trip and site visits show the history of Metz as a Gallo-Roman city through its German and modern periods and by traveling to nearby Trier, Germany students see first-hand the vestiges of the Roman empire such as the Porte Nigra, the largest Roman city gate north of the Alps, the ruins of Roman baths and the Amphitheatre. The second planned trip also includes a visit to the Roman aqueducts just outside of Metz.

*See separate hand-out for updates regarding dates and times for site visits and field trips. Typically, we try to schedule everything during the first two weekends and the Friday before Reading Day and Final Exam period.

Field Trip 1 (First weekend)

“Putting Metz and its region in historical, geostrategic and cultural context”

Sites:

Trier (Germany’s oldest city) guided visit: Roman amphitheater, Roman Baths and Basilica. Optional visits to UNESCO sites Cathedral of St. Peter and Church of Our Lady, museum of Karl Marx/ Free Time

Ars sur Moselle/Jouy aux Arches - Roman Aqueducts

Metz Guided visit and walking tour of the city: St. Etienne Cathedral, St. Maximin church, Museum of the Golden Court and Centre Pompidou

Week Two September 8

De-brief and discussion of Field Trip 1 and film

*Work on first essay and read “The Schuman Plan” and McCormick Chapter 1 (posted on Canvas) before Friday/Field Trip 2.

**Field Trip 2
(Second Weekend)**

“The Roots of Franco-German rivalry and the vital role of Robert Schuman, native son of Lorraine—as well as WWII & US liberation of Metz as backdrop to the Construction of Postwar Europe”

Sites:

Scy Chazelles Guided tour of Maison Robert Schuman + film + presentation
Gravelotte (Franco-Prussian War Museum) and Dornot Corny

Fort Hackenberg Maginot Line

St. Avoild WWII American Cemetery

Week Three

September 15

First Essay Due

De-brief and discussion of Field Trip 2 and site visits

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

*Reading Assignment: McCormick, Chapter 2

Week Four

September 22

Lecture continued and discussion of McCormick

*Reading Assignment: McCormick, Chapter 3

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

Week Five September 29

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

*Reading Assignment: McCormick Chapter 4

Week Six October 6

Lecture: Widening versus Deepening: The Challenges of Enlargement

*Reading Assignment: TBD/Canvas postings

*Assignments for Member State Presentations

Week Seven October 13

Second Essay Due

Symposium on the 75th anniversary of the end of WWII and onset of the Cold War (TBA)

Week Eight October 20

Lecture: How the EU functions and interacts with its Member States and Citizens

*Reading Assignment: McCormick Chapter 5

Member State Presentations: The Founding Six

Week Nine October 27

Member State Presentations: First and Second Enlargements

Week Ten

November 3

Member State Presentations: Third and Fourth Enlargements

***** US PRESIDENTIAL ELECTION*****

Discuss significance for EU-US relations

Field Trip 3

“ The Symbolic Heart of the EU Project”

* Guided tour of Strasbourg and visit to the EU Parliament (scheduled during the second Field Trip due to the uncertainty of the pandemic).

TBD: If possible, tour and briefing at the European Court of Justice in Luxembourg

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

Week Eleven November 10

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, Chapter 9

Video Screening: Europe at Sea (on your own prior to class)

Member State Presentations: Fifth Enlargement and 2013 (Croatia)

Week Twelve November 17

Lecture and Discussion of film continued
Member State Presentations: Continuation of Fifth Enlargement MS and 2013 (Croatia)

Week Thirteen November 24

***Last Day of Class**

*Reading Assignment: McCormick's Conclusion

Debating Europe's Future: political, social and economic challenges; population/demographic changes, democratic backsliding and euroscepticism, immigration/migration issues, terrorism and other security threats, competitiveness and social equality. What a stronger or weaker EU means for the U.S. and transatlantic relations.

Final Essay due by December 4 at Noon

Guidelines for essays, in-class presentations and final paper

As indicated in the syllabus there will be three essays worth 20 percent each corresponding to each of the three field trips and site visits. For each site visit, you should write approximately 1000-1500 words describing the learning experience and how it contributed to your broader understanding of European politics, culture 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.** The final exam will take the form of a combined final site visit essay and a response paper (take-home essay format) of 1500-2000 words responding to a specific prompt that will allow you to demonstrate what you have learned throughout the semester about the past and present state of affairs in the European Union integrating experiential knowledge with learning attained in the classroom and from the textbook.

Member State/Country Presentations: This exercise will give you an opportunity to hone your research and analytical skills and improve your presentational and public speaking abilities. It comprises 20 percent of your grade.

Format and Guidelines: TEN MINUTES/TEN SLIDES

Each student will be assigned a Member State of the European Union and will conduct research on the following issues and 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 find 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 was often portrayed as a Eurosceptic or a "reluctant partner;" thus we would expect a discussion of this reputation for example. In the current context, there are MS known as the "Frugal Four" –why?
- Public opinion and debate in the member state regarding EU membership (e.g., attitudes of its citizens towards membership in the EU).

Additional/ Optional for PPT and formal presentation, but do some research and be prepared to discuss the following current issues:

- Impact of Covid-19; reaction to EU recovery plan
- Legacies of racism and colonialism; reverberations of the anti-racism movement across the Atlantic and within your MS

- Status of Women (Since 2020 marks the celebration of the centennial of the 19th amendment in the US giving women the right to vote, when did women acquire the suffrage in your MS?) Was there a ripple effect of the Me-Too movement in your MS?