

THE POLITICAL EVOLUTION OF EUROPE SINCE WORLD WAR II

Danube Summer Institute (Faculty-Led Study Abroad Program)
Germany, Poland, Austria, Hungary and Czech Republic
Summer II 2018
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<http://politicalscience.tamu.edu/html/danube-summer-institute.html>

Course Credit: 3 Hrs.

This is a beginning course designed to introduce the student to the major political, institutional, economic and social developments in Europe since 1945 that have shaped the formation and major institutional design and policy direction of the European Union and the broader European political and economic integration process. It is specifically – though NOT exclusively -- designed to complement and supplement the various field trips, appointments, and guest lecturers included in the 2017 Danube Summer Institute.

The references cited on the syllabus are not intended as an exhaustive list of literature covering all aspects of the regions and cultures we will visit. But rather, they offer you quick reference to links through the internet or TAMU electronic reserves to sources that will allow you the background and perspective on the diverse regions, cultures, politics and current issues and affairs of the countries and territories we will travel throughout during the field trips.

The Danube Summer Institute is designed with our colleagues at Centre International des formation European (CIFE) to afford the student a first-hand exposure to some of the most historically important and complex regions of modern Europe, and which today are increasingly central to the formation of the EU policies and the larger democratic trans-European political culture. The regions we travel to during the field trips are located primarily in Central Europe, covering areas contained within regions central to three of the great five powers of the post-Napoleonic era prior to World War I: Prussia (or, the old German Reich), the Austria-Hungary Empire and Dual Monarchy dominated by the old Austrian wing of the House of Hapsburg – Austria, Hungary and the Czech Republic. Together, these three imperial realms were contained roughly within the late Holy Roman Empire which was one of the most complex ethnic-linguistically-religiously complex governance domains within Europe. Slavs, Magyars, Germans, Christians, Muslims, and Orthodox all co-habitated the Austrian Empire and later the Dual Monarchy of Austria-Hungary before German unification in the 1860s and 1870s and later the First World War eroded and then violently consumed the dynasties and their sovereignty. Three of the countries (or parts thereof) on our program were on the other side of the Iron Curtain during the cold war (Poland, Czech Republic, and East German, or the GDR, which on this program is represented by Eastern Berlin), and a fourth was neutral and remains so in matters of NATO military policy today (Austria). In the center of these regions is the expanding network and political reach of the broader region of the upper Danubian area of Europe (the lower Danubian area would be East Hungary, Romania, Bulgaria, and Serbia).

Our goal during the venues and appointments is to understand and appreciate the diversity and importance of these Central European regions and how they offer something unique and quite different to Europe than the traditional French-German-Benelux influence, and how this brings a particular influence to the European Union, as well as how the influence of the EU is felt and viewed differently across this region of Europe. It is fundamentally necessary to see how these regions add something to our understanding of how and why the social, political and economic forces in post-war Europe matter not only to Europe, but to the US, as well, and to place into proper historical perspective the significance of Europe's evolution as a major political-economic actor on the global scene. On the whole, its importance is to add perspective to our understanding and appreciation of how a world transformed by globalization's open borders and trans-national pressures can add to the complexity as well as promise of democracy, political stability and multi-cultural governance. More narrowly, it provides the context and background within which to better understand and appreciate the politics and institutions of the European Union, with a particular focus on the dynamics of an expanded Europe and the cultural, political and economic opportunities and the challenges these pose for the European Union, and the four countries of Germany, The Czech Republic, Austria and Poland. This region of Europe is particularly best with geostrategic challenges (*Russian hegemony), populism, the promised benefits of "illiberal" democracy", the long arc of historical memory.

Learning Outcomes

After undertaking this study abroad experience, you will have acquired and refined a number of skills you may either already have acquired to some degree, or may not as yet have developed:

Outcome 1: Global Awareness: Knowledge of the interrelatedness of European national, regional, intercultural, and international political, economic, and cultural issues, trends, and systems with global political, economic, and cultural issues, trends, and systems.

Outcome 2: Comparative European Knowledge: Know and recognize unique aspects of different historical and contemporary issues, events and circumstances that uniquely inform and shape the narratives of interests of several European nation-states.

Outcome 3: Comparative Trans-European Knowledge: Know and recognize unique aspects of different historical and contemporary issues, events and circumstances whether national, regional, and intercultural in nature that uniquely inform and shape the narratives of interests of several European nation-states and know how and why and to what extent these unique aspects inform and inspire these several European nation-states to jointly coordinate and align their interests with other European nation-states.

Outcome 4: Comparative Supra-European Knowledge: Know and recognize unique aspects of different historical and contemporary issues, events and circumstances whether national, regional, and intercultural in nature that uniquely inform and shape the narratives of interests of several European nation-states and know how and why and to what extent these unique aspects inform and inspire these several European nation-states to jointly coordinate and align, as well as integrate and subordinate a set of interests with other European nation-states via a collective system of regional governance having public authority specified at the European level granted by nation-states with respect to defined domains of policy applications.

Outcome 5: Critical Evaluation of European Governance Performance: Knowledge of the interrelatedness of European national, regional, intercultural issues, trends, and systems of authority and an ability to assess how these issues may or may not be effectively dealt with by merely a nation-state and/or local governance system, and how recorded outcomes of the regional European governance system may differ from expected outcomes impacting national or local interests absent a European governance system.

Outcome 6: Inspire a global perspective to problem solving: Acquire a demonstrated degree of competence with respect to the domain of contemporary governance affairs entailing the tendency to:

(1) Think with complexity (bringing knowledge of a variety of cultural and historical circumstances) by considering multiple perspectives (legal, political, economic, security),

(2) To form an intercultural identity in a pluralistic society (to self-reflect on who you are and how and to what extent you share common interests, values and norms with others in different historical, cultural, political and economic circumstances and experiences), and

(3) To interact with people from different backgrounds with flexibility (demonstrate responsiveness to differences and empathy for the other) and openness (tolerate differences held by others).

Outcome 7: Inspire a European Perspective Regarding Governance Affairs: Acquire a demonstrated degree of competence with respect to the domain of contemporary European governance affairs entailing the tendency to:

(1) Know something of what defines a European cultural, political and personal space within a global context (i.e., know and recognize the cultural, political, economic and historical symbols defining a “European” identity),

(2) Think with complexity regarding a “European” identity (i.e., bringing knowledge of a variety of cultural and historical circumstances among and across several European national experiences) by considering multiple perspectives (e.g., legal, political, economic, security),

(3) Form an intercultural identity within a pluralistic society of Europe (i.e., to self-reflect on who you are and how and to what extent you share common interests, values and norms with others in Europe who have different historical, cultural, political and economic circumstances and experiences, and reflect on the extent to which these European interests, values and norms may align with global or universal interests, values and norms), and

(4) Interact with people from different backgrounds in Europe with flexibility (i.e., demonstrate responsiveness and empathy to differences of “Europeans” whose value, norms, and interests may have been shaped by different cultural, political, economic and historical circumstances) and openness (i.e., tolerate differences held by Europeans with you and your identity, as well as with other Europeans and their identities formed from different cultural, political, economic and historical circumstances).

(Adapted from definitions developed by Ferguson, “Factors Contributing to Students’ Global Perspectives: An Empirical Study of Regional Campus, Business, and Study Abroad Students”, Doctoral Dissertation, Miami University, Oxford Ohio, 2013, pp 10 – 12.)

Organization of Course Within the Program:

(1) Turkey/Istanbul which many see as an expression of Europe’s most important challenge and strategic opportunity, namely, to embrace a new and different political, economic and cultural perspective and thereby extend significantly the imagination and perhaps identity of Europe; (2) Germany/Berlin a nation and capitol city seen by many now as the “center” of political and economic Europe; (3) Austria/Vienna and the legacies following from a time when Austria could claim to be one of the most complex and important imperial realms, multi-cultural, polyglot,

multi-ethnic, and in many ways a forerunner in political-cultural organization for the European Union; (4) Hungary/Budapest, presenting to the student many of the most important contemporary reflections of the legacies of Central Europe; and, (5) Czech Republic/Prague, a Central European expressing an identity that suggests a nation standing astride the traditional West and east in Europe.

The primary reading material for you are actually two newspaper sources – *the Financial Times* and the *New York Times*. An on-line subscription has been purchased for each paper for each of you as part of this program.

If you have a laptop or smart phone, it is very important you follow these and watch for my emails updating you on articles of which I will frequently inform you of prior to or following various meetings scheduled for our program.

Core Readings (reference throughout program, universal applicability):

Seton-Watson, Hugh. "What is Europe, where is Europe? From mystique to politique." *Encounter* 65, no. 2 (1985): 9-17.

Kundera, Milan. "The tragedy of central Europe." New York (1984).

Krastev, Ivan. "Eastern Europe's Illiberal Revolution: The Long Road to Democratic Decline". *Foreign Affairs* 97, no. 3 (May/June 2018).

Art, David. "The Radical Right's Gains in the Heart of Europe" *Current History*. 117, no. 797 (March 2018): 114 – 116.

John Van Oudenaren, "European Integration: An Uncertain Prospect", 2014. In Ronald Tiersky, and Erik Jones, , eds. *Europe Today: A Twenty-first Century Introduction* (5th Edition). Blue Ridge Summit, PA, USA: Rowman & Littlefield Publishers, pp. 295 – 316.

Friis, Lykke, and Anna Murphy. "The European Union and central and eastern Europe: Governance and boundaries." *JCMS: Journal of Common Market Studies* 37, no. 2 (1999): 211-232.

Stanley, Ben. "Populism in Central and Eastern Europe." *The Oxford Handbook of Populism* (2017): 140.

Taggart, Paul. "Populism in Western Europe." *In The Oxford Handbook of Populism*. 2017.

Kaiser, Wolfram, and Antonio Varsori, eds. *European Union history: themes and debates*. Springer, 2010, Chaps 6, 8.

Fontaine, Pascal. *The European Union Explained. Europe in 12 Lessons*. European Commission Directorate-General for Communication Publications. PDF available on Google TAMU drive, and on-line.

Commission of EU, *EU Basics* (PDF PowerPoints produced by EU Commission)

European Union delegation to the USA. *The European Union: A Guide for Americans*. 2016.

Additional Readings can be found on the Google TAMU drive (be aware of for reference as needed for various topics covered on program)

In addition to these two basic courses of information to update you and provide indispensable context for the venues we offer on the program, each of the class has assigned reference material for the student to access on-line to provide context, background, and explanation for each part of the program.

Additional Internet References

In addition to cited material, each student is encouraged to explore some of the following links on the web for further background and insight into current events:

BBC Country Profiles http://news.bbc.co.uk/2/hi/europe/country_profiles/ brief but use background on countries of the world, with excellent maps and useful data and updated information on governments, officials, and political and market developments.

Der Spiegel On-Line (English): <http://www.spiegel.de/international/> highly regarded English web page for the German prestigious weekly, *Der Spiegel* [The Mirror]. Outstanding coverage and analysis of political, economic, cultural and social news of Germany, Europe and world.

The Economist: <http://www.economist.com/>: leading weekly news magazine covering global political and economic/market news. Highly regarded. Some articles are restricted; **available via EIU free for TAMU students via electronic services** (<http://library.tamu.edu/>). Of particular note is the regular column, *Charlemagne*, which offers a brief analysis of special aspects of European Union politics and economics for the week.

EU Politics: <http://eupolitics.einnews.com/> (political news and developments in the EU)

EU Observer: <http://euobserver.com/> comprehensive and detailed news and background on EU politics, institutions, policies and developments, updated continuously.

EurActiv: <http://www.euractiv.com/en>) comprehensive and detailed news and background on EU politics, institutions, policies and developments, updated continuously.

European Daily: <http://europetodayonline.com/> (European news, politics, society, and culture)

The European Intelligence Unit: Available free from TAMU Library electronic services (<http://library.tamu.edu/> , type European Intelligence Unit at DATABASE option at TAMU Libraries search home page). The EIU offers country reports and market/economic/demographic data sources on all countries of the world. The political and economic analyses of countries, updated frequently in country reports, are highly regarded as a leading reference for professionals in academia, government, business and security consulting. Students may also obtain free issues of the Economist magazine at this site, as well as archived Economist articles.

The European Voice: <http://www.europeanvoice.com/> Available free from TAMU Library electronic services (<http://library.tamu.edu/> , type European Voice at DATABASE option at TAMU Libraries search home page). The EV covers politics, policies and developments within the EU.

STRATFOR Global Intelligence: Available free from TAMU Library electronic services (<http://library.tamu.edu/> , type STRATFOR at DATABASE option at TAMU Libraries search home page). While a primarily devoted to global security issue, STRATFOR organizes its analyses into regions of globe, and within European section, politics and economics are afforded careful and insightful examination, as they relate to the broader security concerns of Europe).

Worldcrunch: <http://www.worldcrunch.com/> (French news, politics, society, and culture)

Think Tank Internet Resources:

The following lists some of the major EU and European policy and governance think tanks and their links.

Royal Institute of International Affairs (RIIA): <http://www.riia.org/>

European Policy Institutes Network (EPIN): <http://www.epin.org/new/index.php>

Foundation Robert Schuman: <http://www.robert-schuman.eu/>

Institut Francais des Relations Internationales (IFRI): <http://www.ifri.org/index.php?page=become-an-ifri-member&action=subscribe>

Institut für Europäische Politik (IEP): <http://www.iep-berlin.de/home.html?&L=1>

Zentrum für Europäische Integrationsforschung an der Universität Bonn (ZEI): http://www.zei.uni-bonn.de/front-page?set_language=en

Stiftung Wissenschaft und Politik- Deutsches Institut für Internationale Politik und Sicherheit (SWP): <http://www.swp-berlin.org/en/start-en.html>

The Centre for European Policy Studies (CEPS): <http://www.ceps.be/home>

BRUEGEL: <http://www.bruegel.org/index.php?pid=1>

Centre for European Reform (CER): <http://www.cer.org.uk/>

Federal Trust for Education and Research: <http://www.fedtrust.co.uk/>

Carnegie Europe (Brussels) <http://www.carnegieeurope.eu/>

Centre for European Reform, CER (London) <http://www.cer.org.uk/>

Centre for European Policy Studies, CEPS (Brussels) <http://www.ceps.be/>

Centre for the New Europe (Brussels) <http://www.cne.org/>

European Centre for International Political Economy, ECIPE (Brussels) <http://www.ecipe.org/>

European Council on Foreign Relations, ECFR <http://www.onevoiceforeurope.eu/>

European Institute at the London School of Economics, LSE (London)
<http://www.lse.ac.uk/collections/europeanInstitute/>

EUROPP (European Politics and Public Policy) <http://blogs.lse.ac.uk/europpblog/>

European Institute of Public Administration, EIPA (Maastricht) <http://www.eipa.nl/>

European Policy Centre, EPC (Brussels) <http://www.epc.eu/>

European Policy Forum, EPF (London) <http://www.epfstd.org/>

European Union Institute for Security Studies (Paris) <http://www.iss.europa.eu/>

German Council on Foreign Relations (Deutsche Gesellschaft für Auswärtige Politik), DGAP (Berlin) <http://www.dgap.org/>

Netherlands Institute of International Relations 'Clingendael' (The Hague) <http://www.clingendael.nl/>

Foreign Policy Centre, FPC (London) <http://fpc.org.uk/>

Forum Carolus (Straßburg) <http://www.forum-carolus.org/>

Friends of Europe (Brussels) <http://www.friendsofeurope.org/>

German Institute for International and Security Affairs, SWP (Berlin)
<http://www.swp-berlin.org/>

Group of Policy Advisers (Brussels) http://europa.eu.int/comm/dgs/policy_advisers/index_en.htm

The Hague Centre for Strategic Studies, HCSS (The Hague) <http://www.hcss.nl/>

Hellenic Foundation for European and Foreign Policy, ELIAMEP (Athens)
<http://www.eliamep.gr/>

Institute for Security and Development Policy (Stockholm) <http://www.isdp.eu/>

International Peace Institute, IPI (Vienna) <http://www.ipinst.org/>

Istanbul Policy Center, IPC (Istanbul) <http://ipc.sabanciuniv.edu/eng/>

International Crisis Group (Brussels (HQ)) <http://www.crisisgroup.org/>

International Security Information Service Europe, ISIS Europe (Brussels) <http://www.isis-europe.org/>

Mannheimer Zentrum für Europäische Sozialforschung, MZES (Mannheim)
<http://www.mzes.uni-mannheim.de/>

Notre Europe (Paris) <http://www.notre-europe.asso.fr/sommaire.php3?lang=fr>

Observatoire Social Européen <http://www.ose.be/>

The Oxford Council on Good Governance, OCGG (Oxford) <http://www.oxfordgovernance.org/>

The Global Policy Institute (London) <http://www.global-policy.com/>

The Robert Schuman Centre for Advanced Studies (San Domenico di Fiesole)
<http://www.iue.it/RSCAS/>

Course Requirements:

- Discussion Participation (40%), Pop Quizzes on materials (20%), final essay due August 3 (40%).
- All work to be completed on site and before end of program (August 6).
- Grade Scale: A (100 - 90%), B (80%), C (70%), D (60%), F (< 60%)

Participation means attending all required activities as specified in the program which is given each student at the beginning of the program. Attending means being at the session and being awake and attentive in the judgment of the faculty member – it does not mean asking lots of questions or engaging the speakers and faculty in debates. Full participation credit is based on attentive attendance. Failure to attend a scheduled session *without a reason comporting with university guidelines* outlined in Student Rule 7 - <http://student-rules.tamu.edu/rule07> will count against the student. A missed session not in compliance with Rule 7 will not be tolerated: each missed session will detract 10% from the participation score.

Students are expected to attend all required activities on the program schedule. Of course, students may be ill or emergencies may present themselves. Generally, the rules of attendance and university excused absences of Texas A&M apply. These attendance and make-up guidelines which inform the program can be found at Student Rule 7 - <http://student-rules.tamu.edu/rule07> .

And, grading policy of the university which will also inform grades on the program may be found at, Student Rule 10 - <http://student-rules.tamu.edu/rule10>.

Late Work

Please review in detail the University Regulations regarding University Excused Absences. These will be strictly enforced, and without exception. All excused absences from exams/presentations must be verified in writing, and students are required to notify me PRIOR to an exam of absence--unless an EXTREME circumstance or emergency prevents this. See <http://student-rules.tamu.edu/rule07> and <http://student-rules.tamu.edu/> on web for details.

The Texas A&M Honor Code is in effect and will be enforced on all assignments and exams.

<http://aggiehonor.tamu.edu/>

Note: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. (See <http://diversity.tamu.edu/>). In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.

Course Schedule

Below are the course schedule and the relevant reference materials for each part of the program. Each of these materials may be obtained in the TAMU Google drive with which you are shared for the DSII18 list, in folder POLS306250, with subfolders per section as noted below. Please note those there is a hierarchy: readings marked **REQUIRED** are core and should be read; those marked **RECOMMENDED** are supplemental in nature.

I. Central Europe (July 7 – August 3)

Readings can be found in the TAMU Google Drive POLS306250 in folder CENTRAL EUROPE.

II. Germany: The “Center” of Europe (July 7 – July 22)

Readings can be found in the TAMU Google Drive POLS306250 in folder GERMANY.

II. Poland: The “Power” of Central Europe (July 21 – July 25)

Readings can be found in the TAMU Google Drive POLS306250 in folder POLAND.

IV. Austria: Legacy of Empire, *Europa Redux* (July 26 – Aug 3)

Readings can be found in the TAMU Google Drive POLS306250 in folder AUSTRIA.

V. Czech Republic: “Stuck in the Middle With You” (Aug 3)

Readings can be found in the TAMU Google Drive POLS306250 in folder Czech Republic.