

Course Information

Course Number: INTA 689
Course Title: European Politics and Institutions
Time: Tuesdays from 6:30 – 9:10pm ET
Location: Classroom TBD
Credit Hours: 3

Instructor Details

Instructor: Professor Yuval Weber

Office: 7th Floor, L St NW side
E-Mail: weber@tamu.edu
Office Hours: Available in-person or video by appointment

Course Description

This course provides an in-depth analysis of the politics, institutions, and security dynamics of Europe, including the history, evolution, and current state of the European Union (EU) and NATO as supranational entities.

The course begins with an analysis of Europe as a concept and the tensions between empire and liberalism, state versus individual, and nationalism versus supranationalism that have defined many of the contours of endemic and contemporary political struggle on the continent and throughout the rest of the world. The course then proceeds chronologically through the 19th and 20th centuries to understand the most salient origins of contemporary Europe: The Long Peace from Napoleon to World War I, the Interwar period and World War II, the Cold War, and then expansion of Europe both institutionally and as a global actor.

The second half of the course examines how Europe functions today. This includes how the two major institutions of the European Union and NATO effect national-level decision-making, both in the normal course of politics and for specific events and controversies such as the 2009 Eurozone crisis, asylum and migration policy, the resurgence of illiberalism and nationalism, the balance between normative and material concerns in balancing relations with the United States and China, and Russia's war against Ukraine. We will also examine the post-World War II history of Germany, France, and the United Kingdom.

Course Learning Outcomes

- Critically evaluate and analyze the historical, institutional, and geopolitical dynamics that have shaped modern Europe.
- Demonstrate a comprehensive understanding of the complexities of the EU and NATO and their institutions, the challenges they face, and the implications for European and global politics and security.
- Understand contemporary issues defining the (non-) functioning of Europe as place and Europe as institution.

Textbook and/or Resource Materials

Judt, Tony. *Postwar: A history of Europe since 1945*. Penguin, 2006.

Other articles and chapters assigned will be accessed electronically through the course website. A number of items will be downloaded from the Internet using links indicated in the outline by topic.

Coursework and Grading

Grades are based on pre-class writing assignments (30%), in-class participation (10% comprised of 5% in-class assignments and 5% engaged participation in discussion), two response papers (30% comprised of two 15% papers each), and CHOICE of a final in-class exam, think tank analysis, or a film analysis essay (30%).

- **Pre-class writing assignment (30%)**

Prior to each class meeting—except for two for the response papers outlined below—each student will answer 1-3 questions with each answer being no shorter than 100 words and no longer than 250 words. These questions will be disseminated by course website and can take several forms: they may be provocative questions for students to grapple with the theoretical or policy issues for that week, or they may be asked to take positions and argue for or against a particular notion, or they may be asked to speculate on the contemporary or future significance of a reading.

Please note that some questions will explicitly require the use of ChatGPT while others will clearly prohibit its use. Responsive AI is now a fact, so we will learn how to use it well and use it appropriately together throughout the semester.

For our Tuesday evening class, the questions will generally be posted on Friday. The deadline for the responses will be 24 hours ahead of time on Monday evening by 6:30pm. Many of the questions will be used to form debates in class, so feel free to put down your best and hottest takes.

Full credit will be given to responses that 1) answer the question and 2) provide logical reasoning or evidence to support that answer. Half credit will be given to responses that vaguely gesture at an answer and reasoning and/or support. No credit will be given to responses that do neither.

- **In-class participation (10% -- 5% for in-class assignments and 5% for engaged participation in discussion)**

During each of the class meetings, we will have group and individual exercises and quizzes through a variety of modalities. Some of those exercises and quizzes will be graded for correctness and others for successfully completing them.

During each of the class meetings, the bulk of the time together will be in discussion. If you have done the reading and are ready to discuss, that is clearly obvious to me, your colleagues, and

yourself, and will be evaluated according to Department and University rubrics. If you have done the reading but are not ready to discuss, there will be other opportunities to participate but you will have limited the discussion. If you have not done the reading and are not ready to discuss, that is also clearly obvious to me, your colleagues, and yourself.

- **Reflection Papers (30% -- 15% each)**

Over the course of the semester, each student will prepare two “reflection papers” of no less 1250 words and no more than 1500 words (exclusive of notes and citations) due Week 8 and Week 15 by the beginning of those class meetings. There will be pre-class writing assignments those weeks.

Topics/Questions for the reflection papers will be distributed by the instructor ahead of time.

- **FINAL CHOICE A: Final exam (30%)**

The first choice for the final grade of the semester will be a final exam that covers the course material and will be given whenever the University schedules the final exam.

- **FINAL CHOICE B: Think tank analysis (30%)**

The second choice for the final grade of the semester will be to select EITHER a single think tank and analyze its reporting and analysis on a single foreign policy topic from 2000 to the present, OR select an ideologically diverse collection of think tanks (minimum six and must include both large-scale think tanks such as German Marshall Fund or Chatham House as well as more narrowly-focused or specialist think tanks) and analyze their reporting and analysis on a single topic from 2016 to the present.

Students must clear their topics with the instructor before proceeding and have a clear topic question and/or set of think tanks to analyze. The analysis will be no less than 1500 words and no more than 2500 words.

The intent of this assignment is to understand the sociology of knowledge communities and expert knowledge production, meaning:

- How do points of view form in response to world events or traditional conceptions of Europe’s role in the world?
- What are the arguments that form policy debates in Washington, Brussels and national capitals and how does “winning” or “losing” those debates shape the policy process?

Students electing this option will turn in their papers whenever the University schedules the final exam. They will not sit for the final exam.

- **FINAL CHOICE C: Film analysis (30%)**

The final choice for the final grade of the semester will be an applied film analysis. Throughout the semester, we will view and discuss films that reflect, critique, or explain the themes and

events of European politics. For the final assignment, students selecting this option will select three films (not otherwise collectively discussed) and write an essay on a topic of the student's own choosing that will be no less than 1500 words and no more than 2500 words.

The intent of this assignment is to analyze a theme or event in European politics through film. This means that the films can be in opposition in their interpretations of the subject, can be from different eras, or can form a distinct point of view on a subject.

Students must clear their topic and films with the instructor before proceeding.

Students electing this option will turn in their papers whenever the University schedules the final exam. They will not sit for the final exam.

Late Work Policy

- Both papers are considered late after 12:00 pm on the day of the class meeting. There will be a penalty of one letter grade per day following the due date.

Course Schedule

Please note that all readings subject to change but will be communicated to you as quickly as possible.

Week 01 | August 22 | Course Introduction and Europe as Concept

- Anderson, B. (1983). Imagined communities. London: Verso. *Selections*.
- Judt, Tony. *Postwar: A history of Europe since 1945*. Penguin, 2006. *Selections*.
- Manners, I. (2002). Normative power Europe: A contradiction in terms?. *Journal of Common Market Studies*, 40(2), 235-258.
- Börzel, T. A., & Risse, T. (2018). From the Euro to the Schengen crises: European integration theories, politicization, and identity politics. *Journal of European Public Policy*, 25(1), 83-108.
- Delanty, G. (2012). The idea of Europe: An overview. *Journal of Contemporary European Studies*, 20(2), 133-148.
- Movie: "Europa, Europa" (1990)

Week 02 | August 29 | Ideology: Empire vs. Liberalism

- Tilly, C. (1992). The European revolutions, 1492-1992. Identities, boundaries, and social ties. *Revue Belge de Philologie et d'Histoire*, 70(2), 449-464.
- Waltz, K. N. (1998). International politics is not foreign policy. *Security Studies*, 7(2), 54-57.
- Sorens, J. (2009). Liberalism, nationalism, and the ethics of assimilation. *International Migration Review*, 43(4), 904-933.
- Movie: "The Battle of Algiers" (1966)

Week 03 | September 5 | The Long Peace from Napoleon's Defeat to World War I

- Vasquez, J. A. (1993). The war puzzle. Cambridge: Cambridge University Press.
- Levy, J. S. (1983). War in the modern great power system, 1495-1975. *Journal of World History*, 24(3), 423-444.
- Ritter, G. A. (2002). Long-term factors in European security, 1848-1914. *Journal of Peace Research*, 39(4), 447-462.
- Movie: "Master and Commander" (2003)
- Movie: "Gallipoli" (1981)

Week 04 | September 12 | The Interwar Period and World War II

- Tooze, A. (2006). The road to war. *Journal of Economic History*, 66(2), 352-362.
- Kallis, A. (2010). Nazi propaganda and the myth of the new man. *Journal of Contemporary History*, 45(2), 291-308.
- Merriman, J. (2004). France, 1914-1945. *History Today*, 54(5), 37-43.

- Movie: "Grand Illusion" (1937)
- Movie: "Schindler's List" (1993)

Week 05 | September 19 | Cold War and Welfare State: NATO and the origins of the European Union (EU)

- Moravcsik, A. (1991). Negotiating the single European Act: National interests and conventional statecraft in the European Community. *International Organization*, 45(1), 19-56.
- Gowan, P. (2017). A liberal age in crisis: How can the EU survive? *International Affairs*, 93(3), 531-548.
- Maier, C. S. (2002). Fading memory: The problem of myth in the European integration process. *Journal of Modern History*, 74(2), 197-226.
- Movie: "The Third Man" (1949)
- Movie: "The Lives of Others" (2006)

Week 06 | September 26 | Reimagining Europe: End of the Cold War and the Balkan wars

- Cox, M. (1996). From the cold war to the global war on terror: Changing paradigms in US foreign policy. *Journal of International Affairs*, 50(2), 325-346.
- Knaus, G. (2012). The Balkans and international justice. *Journal of Democracy*, 23(4), 29-43.
- Mearsheimer, J. J. (1990). Back to the future: Instability in Europe after the cold war. *International Security*, 15(1), 5-56.
- Movie: "No Man's Land" (2001)
- Movie: "Good Bye Lenin!" (2003)

Week 07 | October 3 | EU as an institution, Europe as a global actor

- Börzel, T. A., & Risse, T. (2012). From the outside in and inside out: The European Union's differentiated strategies towards its neighbourhood. *Journal of Common Market Studies*, 50(S1), 1-16.
- Natorski, M. (2017). European Union as a security actor: The added value and limitations of the EU's comprehensive approach. *Journal of Common Market Studies*, 55(3), 462-477.
- Hyde-Price, A. (2013). A tale of two Europes: Geopolitics and the ENP. *Journal of European Integration*, 35(4), 435-452.
- "The Brussels Business" (2012)
- "Europe at Sea" (2017)

Week 08 | October 10 | Crises in Europe

- Sánchez-Cuenca, I. (2014). The EU's democratic deficit: The Spanish experience. *Journal of Democracy*, 25(1), 126-136.

- Hobolt, S. B., & de Vries, C. E. (2016). Turning against the union? The impact of the crisis on the Eurosceptic vote in the 2014 European Parliament elections. *Electoral Studies*, 44, 504-514.
- Schain, M., & Zaslove, A. (2017). Introduction: Populism, the people and the challenge to liberal democracy. *Journal of Populism Studies*, 1(1), 1-11.
- "Fire at Sea" (2016)
- "Mustang" (2015)

Week 09 | October 17 | Post-WWII history of Germany

- Geiger, T., & Schneider, S. (2019). The Europeanization of German foreign and security policy: Constraints and opportunities. *German Politics*, 28(4), 490-507. 4)
- Junker, D. (2017). Germany and the Eurozone crisis: The challenges of leadership and followership. *Journal of European Integration*, 39(3), 259-274. 25)
- Kaufmann, C., & Kuchler, T. (2018). The left party in Germany: From protest to government? *West European Politics*, 41(1), 62-81. 8)
- "Downfall" (2004)
- "The Baader Meinhof Complex" (2008)

Week 10 | October 24 | Post-WWII history of France

- Rupnik, J. (2015). The French exception: Macron, Le Pen and the resilience of the old regime. *Journal of Democracy*, 28(4), 21-35. 13)
- Adler-Nissen, R. (2016). The social life of European integration: Introduction to the special issue. *Journal of European Integration*, 38(6), 639-653. 58)
- Hix, S. (2016). A more perfect union: The EU as a flawed but effective polity. *Journal of European Public Policy*, 23(1), 1-13. 208)
- "La Haine" (1995)
- "Black Girl" (1966)

Week 11 | October 31 | Post-WWII history of the United Kingdom

- Heath, O., & Gattermann, K. (2015). The 2015 British general election: How Britain's first-past-the-post electoral system warped the result. *Journal of Democracy*, 26(4), 63-77. 52)
- Nugent, N. (2018). Brexit and the future of the European Union. *Journal of European Integration*, 40(3), 365-377. 24)
- Rhinard, M. (2016). Unpacking Brexit: The nature and scope of a looming, historic negotiation. *Journal of European Public Policy*, 23(9), 1259-1277. 76)
- "This is England" (2006)
- "Pride" (2014)

Week 12 | November 7 | Europe's Eastern Edge(s)

- Dostál, P., & Mareš, M. (2017). The Visegrad group: An alliance under stress? *Journal of Common Market Studies*, 55(S1), 30-46. 36)
- Muntean, N., & Muntean, A. (2019). The Eastern Partnership and the Russian challenge: The limits of the EU's normative power. *Journal of Common Market Studies*, 57(4), 833-849. 3)
- Lehne, S. (2016). EU-Russia relations: A new European 'reset' after the US presidential election. *European View*, 15(2), 215-221. 10)
- "Ida" (2013)
- "Leviathan" (2014)

Week 13 | November 14 | Europe, China, and America

- Acharya, A. (2017). The end of American world order. *International Affairs*, 93(1), 1-13. 223)
- Lee, S., & Lim, S. (2019). From WTO to US-China trade war: A comparative analysis of trade disputes between the US and China with WTO dispute settlement mechanism. *World Economy*, 42(4), 1139-1164. 7)
- Dorussen, H., & Ward, H. (2017). Trump's America and Europe's realpolitik. *Survival*, 59(2), 99-106. 21)

No movies this week.

Week 14 | November 21 | No class for the Thanksgiving holiday**Week 15 | November 28 | Europe's Future Operating Environment**

- Hill, C. (2017). The geopolitical challenge to Europe's survival. *Survival*, 59(4), 7-20. 30)
- Kaiser, K. (2017). Europe: United in diversity, divided in adversity. *European View*, 16(2), 201-214. 3)

No movies this week.

University Policies

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to

pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Makeup Work Policy

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines. The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)). Please also note that "the instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)). Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code; failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

(See [Student Rule 24](#).)

- Participation in an activity that is required for a class and appears on the university authorized activity list at <https://studentactivities.tamu.edu/app/sponsauth/index>
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day. NOTE: Prior notification is NOT required.
- Injury or illness that is too severe or contagious for the student to attend class.
 - Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
 - Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:

- (i.) Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu> or
(ii.) Confirmation of visit to a health care professional affirming date and time of visit.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
- Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.
- On rare occasions, the instructor might have to miss a class due to administrative or academic responsibilities out of town. This will be exceedingly rare, but if it does occur, the instructor reserves the right to reschedule class at a time when the vast majority of students are available for the make-up class and will convey the material to students unable to attend the make-up during office hours. The instructor may also schedule a virtual class at the same time as the regular class meeting time as an alternative to rescheduling the class meeting.