

POSC 235**CONTEMPORARY EUROPEAN POLITICS****DR LALANDE****SPRING SEMESTER 2016****Class:** Tuesday and Thursday 11:45 – 12:55 in Reeves 212**Office:** Comenius Hall 104**Office hours:** T & Th 11:00 - 11:45 & 2:30 - 3:00 or by appointment.**Telephone:** 610-861-1399**Email:** mejpl01@moravian.edu

Textbooks:

J. Richard Piper: **The Major Nation-States in the European Union**

David M. Wood, Birol A. Yesilada: **The Emerging European Union**, 5th Edition

Other readings:

One magazine: **The Economist** (whenever assigned)

Course objective:

The objective of the course is to introduce students to the full scope of political changes that have occurred in Europe since the end of WWII. The gradual development of the European Union and its various enlargements will constitute the framework of this course. Through the study of this development, students will hopefully understand how the complexity of the political relationships between the European states is largely due to the variety of their historical, cultural, social and economic differences. By studying this difficult process of political integration, students will also gain significant appreciation of the variety of the forces in presence, of the necessity to preserve those differences and of the need to channel their effects.

Course schedule**Tuesday January 19, 2016 – Class 01**

Introduction to the course. What is **Europe**? Geographic, political and cultural definition of Europe. The notion of sovereignty and the impact of culture in politics. Research the main characteristics of the largest European countries in terms of geography, population, size of the economy, political regimes and social contexts.

Research the main features of **France, Germany, Italy and the United Kingdom and Spain.**

Thursday January 21, 2016 – Class 02

General overview of Germany

We start with a quick review of the division of Europe after WWII and its immediate consequences. The victorious Allies (the United States and the Soviet Union for the most part) are soon divided by their conflicting ideologies. The Americans want to promote democracy and capitalism while the Soviets want to impose communism and central planning. The European countries are caught in the middle of the conflict. After the Communists take over in Czechoslovakia the Cold War intensifies and it is going to divide the continent for the next forty years or so. Research the main characteristics of the **Netherlands, Belgium, Luxembourg and Ireland** in terms of geography, population, size of the economy and political regime.

Tuesday January 26, 2016 – Class 03

To day, we first discuss the creation of the Council of Europe, first attempt at creating some kind of European “union” and then we move on to the creation of NATO. The Soviets answer in kind and create the Warsaw Pact. The stage is set for the Cold War.

Presentations by students during the semester will be assigned.

Thursday January 28, 2016 – Class 04

As the **Federal Republic of Germany** becomes a new country and joins NATO, the Soviets crack down in Budapest. In Western Europe the UK refuses to cooperate. The necessity for French-German reconciliation leads to the first attempt at forming a Union: the **European Coal and Steel Community**. We discuss its creation and its institutions, the failure of the European Defense Community, and the success of the **Treaty of Rome**. Meanwhile the division of Europe and Germany intensifies and becomes a done deal with the **construction of the Berlin Wall**.

Research the main characteristics of **Portugal, Greece and Denmark** in terms of geography, population, size of the economy and political regime.

Read *The Major Nation-States in the EU*, chapter 1 pp.1-10 & Chapter 2, pp. 12-21.

Tuesday February 02, 2016 – Class 05

Gary Koenig gives a presentation on France and the United Kingdom

Meanwhile France and the Federal Republic of Germany pursue their policy of reconciliation under the leadership of President **Charles de Gaulle** and Chancellor **Konrad Adenauer**. Their relationship sets the tone for years to come. De Gaulle clashes with the Americans because of NATO, with the British because of their notion of **economic liberalism** and with his EEC partners because of the ambitions of the European Commission. The relationship between the **EEC** and the **UK** remains difficult and different notions of Europe appear. France's attempt to assume political leadership of the EEC triggers **the first institutional crisis**. Problems also arise outside Europe as the process of de-colonization goes on.

Research the main characteristics of **Sweden, Finland, Norway, Switzerland, Austria, Slovenia and Poland** in terms of geography, population, size of the economy and political regime. Also, read *The Emerging European Union*, Chapter 3, pp. 23-29.

Thursday February 04, 2016 – Class 06

Austin Adams gives a presentation on the Benelux and Ireland

The end of the decade is marked by unrest in the West, especially in France and Belgium where violent ethnic and linguistic conflicts trigger **a political and social crisis**. There is also tension in the East as the **Soviets crackdown in Prague**. Western European hopes are crushed by Soviet determination and France remains suspicious of the U.S. and the U.K. By the end of the decade however, De Gaulle's departure opens the gate of the EEC to the U.K. For the first time, the EEC welcomes new members: **the U.K., Denmark and Ireland**. The Anglo-Saxons bring their own traditions, ideologies and values that translate into lasting consequences for the Community which takes on a new nature.

Research the main characteristics of **Estonia, Lithuania, Latvia and Hungary** in terms of geography, population, size of the economy and political regime.

Also, read *The Emerging European Union*, Chapter 3, pp. 30-34.

Read *The Major Nation-States in the EU*, pp. 143 (The Development of the FRG) – 155.

Tuesday February 09, 2016 – Class 07

Yazeed Aldokhi gives a presentation on Greece and Portugal

Foreign policy and the country's relationship with the German Democratic Republic (**Ostpolitik**) create another political and social crisis in **West Germany**.

Meanwhile the oil crisis puts the brakes on economic growth and brings years of stagnation and inflation. The EEC tries to get its house organized economically but political nationalisms and cultural differences come in the way: some ideas but no momentum. **Détente** in the Cold War: the United States and the Soviet Union make a few rhetorical toasts and promises on the reduction of nuclear missiles. **Greece**, **Portugal** and **Spain** jettison their dictatorship and open up to democracy. The political prospects are brighter but economic realities remain bleak.

Research the main characteristics of **the Czech Republic, Slovakia, Bulgaria and Romania** in terms of geography, population, size of the economy and political regime. Read *The Emerging European Union*, pp. 34-37 and *The Major Nation-States in the EU*, chapter 2, pp. 21-24

Thursday February 11, 2016 – Class 08

First hourly test

Read *The Emerging European Union*, pp. 40-42 (BBQ)

Tuesday February 16, 2016 – Class 09

Jessica Castro gives a presentation on Italy and Spain

The late 1970's – early 1980's: the end of Détente. The Soviet invasion of Afghanistan increases the tension between East and West. It is followed by a crisis in **Poland** when a non-Communist workers' union **Solidarity** is created for the first time in a communist-dominated country. Reactions in Western Europe and in the Soviet Union add to the tension. The early 1980's: **Greece** becomes the 10th member of the EC. Political changes take place in **France** and **Germany** with good effects on the EEC and on the **EMS**. Problems, on the other hand, with the U.K. (the **BBQ**) and with the East (the Euro-missile crisis) show the necessity to strengthen the EEC.

Research main characteristics of **Iceland, Malta, Cyprus, Turkey, Belarus and Ukraine** in terms of geography, population, size of the economy and political regime. Read *The Emerging European Union*, pp. 42-45

Thursday February 18, 2016 – Class 10

Manon Sirisouk and Brian Boland give a presentation on the Institutions of the European Union

The Institutions of the EEC: The **Commission**, its role, powers and prerogatives from Walter Hallstein to Jacques Delors. The **Council of Ministers**, an inter-governmental

institution tries to remain in control in the midst of increasing necessity for more federal measures. The **European Parliament** is elected for the first time. A Parliament like no other one in the world: **three sites and many official languages!**

A new institution is created: **the European Council**, its purpose and its immediate effect on the day-to-day politics of the Community. The role of the Council of Ministers remains ambiguous: its meetings and its role in perpetuating the intergovernmental nature of the Community. Some other institutions: **EMU, EMS.**

Read *The Emerging European Union* pp. 88-99.

The Major Nation-States in the EU, pp. 40-52

Tuesday February 23, 2016 – Class 11

Natalie Lukehart gives a presentation on the Single Act

For the third time the EEC enlarges and the Ten become the **Twelve** as **Spain** and **Portugal** join the EEC. The Mediterranean culture penetrates the group and changes its nature. **Jacques Delors** becomes President of the European Commission and immediately starts rocking the boat. **The Federal Republic** assumes some leadership of the Community to the dismay of France but the partnership remains at its best. **M. Gorbachev** becomes General Secretary of the Soviet Union. The **Single European Act** re-launches the EEC.

Read *The Emerging European Union*, pp. 42-45

Thursday February 25, 2016 – Class 12

Patrick Moscatello gives a presentation on Poland and Denmark

From the Single Act to the Treaty of Maastricht – this is a pivotal period in the history of the EC as economic growth returns. The road to Maastricht and preparation of the Maastricht Treaty seem smooth. 1988-1989 the “**Velvet**” **Revolution** sweeps Eastern Europe. A small incident in **Hungary** triggers a process that will lead to the fall of the **Berlin Wall** and to a complete re-drawing of the European political map. A previously unthinkable chain of events unfolds on a daily basis.

Read *The Major Nation-States in the EU*, chapter 5 on France, pp.89-112,

Tuesday March 01, 2016 – Class 13

Andrew Mangel gives a presentation on the Czechoslovakia and Hungary and the fall of the Berlin Wall.

Year 1989: the somewhat peaceful revolution in Eastern Europe suddenly reshapes the continent and eventually seals the fate of the Soviet Union. The impact on the EU is

enormous and the relationship between the powers involved becomes more complicated. Some extra reading on this peaceful revolution will be assigned as well as on the German reunification and some of its immediate consequences within the EC. Read articles assigned in *The Economist*.

Thursday March 03, 2016 – Class 14

Second hourly test

SPRING BREAK

Tuesday March 15, 2016 – Class 15

Hapsa Dia gives a presentation on the Fall of the Berlin Wall and the Democratic Republic of Germany

Danielle Keith gives a presentation on the reunification of Germany.

Discussion of various problems involved with the reunification of Germany

Read *The Emerging European Union*, pp. 45-52

Read *The Major Nation-States in the EU*, pp. 24-27

Thursday March 17, 2016 – Class 16

Augustin Audouin and Salman Alanazi give a presentation on the Treaty of Maastricht.

The Maastricht Treaty and its painful ratification show the difficulty of political and social integration. Differences in cultural and historical values come in the way of political intentions as the EU needs to get ready for major changes. The treaty post-ratification period in the early 1990's show that many lessons are left to be learned. Meanwhile, the relationship between France and Germany is, once again, the focal point of the new Union. On the issue of EMU, economic stagnation in the EU makes monetary union more of a necessity. There is disappointment in Central and Eastern Europe because young democracies and fledgling capitalism do not deliver the goodies quickly enough.

Read *The Major Nation-States in the EU*, pp. 115-128.

Tuesday March 22, 2016 – Class 17

Hannah Smolko gives a presentation on the civil war in former Yugoslavia

The peaceful revolution in Europe follows its course. The Union achieves undeniable success with **economic integration** but runs into increasing difficulties with regard to **political integration**. The will to integrate is there, but traditions and cultures remain hard to overcome. While uncertainty prevails in Russia, ethnic and religious conflicts flare up again in the **Balkans**, and war erupts in the **Yugoslavia** with no reaction on the part of the EU. New states are born, adding to the already prevailing confusion. Are they viable politically and economically? Is the European Community becoming an economic monster and a political midget?

Read *The Emerging European Union*, pp. 204-209

Thursday March 24, 2016, Class 18

Avtandil Giorgadze gives a presentation on the Enlargement of the EU to Sweden, Finland and Austria

A crisis in the Union worsens due to its inability to put an end to the civil war in Yugoslavia. The Union really shows its absence of common policy and lack of initiative on international issues. The new enlargement **to Austria, Finland and Sweden** does not hide the problems but bring Scandinavian cultures and traditions into the Union. **The Twelve are now the Fifteen**. We take a look at the new members and at, the need for institutional reforms, and preparation for the **Amsterdam Treaty**.

Read *The Emerging European Union*, pp. 55-59

Read *The Major Nation-States in the EU*, Chapter 7 on Germany, pp.139-159.

Tuesday March 29, 2016 – Class 19

From Maastricht to Amsterdam to Nice: with 15 members the new European Union needs flexibility and flexibility is born out of compromise. Once again, old nationalist traditions need to be overcome. Economic and monetary problems within the Union, EMU, the common currency and the **(in)famous criteria** add to the prevailing sense of uncertainty. Meanwhile a new Europe takes shape. The Central and Eastern European countries come knocking at the door of the European Union. Can they join? And if so, under what conditions? Are those conditions fulfilled and, if not, what needs to be done for them to fulfill them? If those countries join the Union, how is it going to affect the dynamics of the Fifteen? The cacophony that prevailed during the preparation of the **treaty of Nice** is a good indication of the problems to come and of the difficulties to accommodate the future members.

Read *The Major Nation-States in the EU*, pp. 24-27

Read *The Emerging European Union* pp. 55-62

Thursday March 31, 2016 – Class 20

Julien Bombara gives a presentation on the Common Currency

Preparation for and implementation of the **euro** is another thorny issue. Discussions of the advantages and disadvantages of the single currency lead to more cacophony and uncertainty. Is the Union ready for a single currency? Some member states (the U.K. for example) want to keep their own currency and **opt-outs** have to be considered. Meanwhile, the next enlargement to Central and Eastern European countries call for urgent reforms. How can the institutions of the Union survive with 20 or 25 members? The **Nice Treaty** fails to deal with the situation and shows the difficulties of political integration.

Read *The Major Nation-States in the EU*, chapter 9 on Italy, pp.187-208.

Read *The Major Nation-States in the EU*, chapter 8 on Germany, pp. 163-181

Tuesday April 05, 2016 – Class 21

Third and last hourly test

Read *The Emerging European Union*, pp. 62-69

Thursday April 07, 2016 – Class 22

Margaret Angel gives a presentation on the Enlargement of the European Union to Central and Eastern European countries

The next enlargement to Central and Eastern European countries (cont.) requires a major effort from every member state. Can the Central European and Eastern European new democracies bridge the economic and cultural gaps that separate them from their Western counterparts? Some derogation from the treaty of Maastricht is inevitable and needs to be recognized. Can common political and economic aspirations reconcile cultural differences?

Read *The Emerging European Union*, pp. 71-81

Read *The Major Nation-States in the EU*, chapter 10 on Italy, pp.212-229

Tuesday April 12, 2016 – Class 23

Abdulaziz Altowim gives a presentation on Turkey

Turkey is still waiting in the wings and is becoming impatient. Should it join the EU? In fact, **is Turkey even a European country?** Why accept Turkey in the group and why reject Turkey? To answer those questions we need to take a look at the some of the relations of the EU with the rest of the world. It is a difficult question again because of differences among member-states.

Read *The Major Nation-States in the EU*, Chapter 11 on the United Kingdom and Northern Ireland, pp.233-252.

Thursday April 14, 2016 – Class 24

The American invasion of **Iraq** divides Europe, **brings France and Germany closer** together against American policy and damages the relations. Is there such a thing as **Old** and **New Europe** as former Secretary of Defense Donald Rumsfeld pretends? Are there other reasons why member-states of the EU were divided on the war in Iraq?

Read *The Emerging European Union*, pp. 210-211.

Read *The Major Nation-States in the EU*, chapter 12 on the UK and Northern Ireland, pp.255-276.

Tuesday April 19, 2016 – Class 25

Sami Alharbi gives a presentation on the crisis in Greece and Spain

As the EU expands it is confronted with the worst economic crisis since the Great Depression. Just like the U.S, the EU is crumbling under an ever-growing national debt. The European reaction to the problem is very different from the American answer. The financial tremor starts in **Greece**, spreads to **Ireland, Portugal**, then **Italy** and **Spain** and finally **France** before threatening Germany, the U.S and the rest of the world. Deep disagreements appear among member-states and how can the EU reconcile them?

The paper is due today

Thursday April 21, 2016 – Class 26

Amidst the economic crisis the EU is also confronted with much higher unemployment due to the relocation of many industries towards developing countries where labor is cheaper. At the same time the union must deal with the emerging countries and

especially **China**. Can the aging European population remain competitive with the young Asian population? Can the EU remain competitive against the new economic blocks? We take a look at Japan and China and at the likely future trade problems. Read *The Major Nation-States in the EU*, chapter 13 on Spain, pp.281-299.

Tuesday April 26, 2016 – Class 27

Ebtehal Alqarni gives a presentation on the most recent immigration issues regarding refugees from the Middle East and Northern Africa

Thursday April 28, 2016 – Class 28

Final question: **what about the regions?** Could the future of Europe be in the hands of the regions? Could it be the end of the nations in Europe? **Could regionalisms replace old nationalisms?** Integration and preservation of differences: the on-going double challenge. Is there any future for NATO, for a credible European defense policy, and for a European citizenship? Is there a European culture or just a mosaic of European cultures? Can there be a common foreign policy or just a common policy? Read *The Major Nation-States in the EU*, chapter 14 on Spain, pp. 302-317.

FINAL EXAM

COURSE POLICY

Attendance

Class attendance is mandatory and class participation is very highly encouraged. You must come to class prepared, with good knowledge of the material covered in the previous class, and of the reading assigned as homework. During the semester you will be allowed to miss class **twice** (the equivalent of one week of work) with no question asked. Unpredicted situations can always happen and some tolerance is necessary. After two absences however you will need a credible note from your doctor (in case of illness) or from a person able to testify as to the seriousness of the situation. This, of course,

excludes friends, roommates and neighbors, but not parents and College officials. Unless you have a very good reason, DO NOT ASK for make-ups.

After the two tolerated absences, further unexcused absences will be penalized and **the final grade lowered**. The student will be notified of her/his situation before the grade is lowered.

Grade assignment

There will be three hourly tests, one paper and a final exam. The midterm grade will be determined by averaging the grade on the first quiz and on the class participation. **The final grade will include the average of the tests for 45%, the paper for 15%, the final exam for 25%, and the class participation for 15%**

Finally, when writing your paper, **be careful with plagiarism**. Quoting from a book, journal, or some kind of website without indicating the source does constitute plagiarism and will be reported to the Dean's Office.

Social behavior

Remember also that a class is a social activity. As such, a few rules of social behavior and courtesy must be respected.

I will not chew gum in class out of respect for you, and I expect the same from you in return. I will not wear a cap of any sort that might hide my face or part of it, and I also expect the same from you in return. To foster an environment conducive to learning ALL cellular phones will have to be turned off at the beginning of each class. Sending text messages during class will NOT be tolerated. If I see such activity going on I will confiscate the cell – I have done it in the past- and I will not hesitate to do it again. Also, there is no going back and forth to the bathroom, the water fountain or wherever during class because it is disturbing. Make sure you take your precautions before going to class. Finally, I will also ask you to refrain from eating in class. If you really have a problem with any of these rules, feel free to let me know ahead of time.

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

NOTE ON TIME COMMITMENT

The student work load in this course is in full compliance with the federal definition of a four credit hour course. It is expected that you will work an average of 10 hours per week on this course outside of the regular class meetings.

I wish you all a good, productive and pleasant semester.

Last recommendation

If you have a problem of whatever kind, please let me know early. Do NOT wait until the situation worsens. You are always welcome to stop by my office (Comenius 104) and discuss whatever concern you may have.