

POLI239 Introduction to European Government

Fall 2020

MWF 12:00-12:50 PM

Remote-only Course

Instructor: Stephanie N. Shady

“Europe”—defined by geography, several formal institutions, and a perhaps fuzzy set of similar cultural traits and values—has a rich history of war and relative peace, struggles for democracy and social welfare, integration and devolution of authority, and seeking to answer the question, “What does it mean to be European?” In this introductory course, we will analyze contemporary institutions and issues in Europe within a historical context. Using several case studies, we will study the institutional and behavioral factors that influence politics at the subnational, national, and European level. The course is divided into several themes. Theme I will cover domestic political and economic institutions. Theme II will shift away from domestic politics and discuss the dynamics of European institutions, including the European Union, NATO, and the Council of Europe. Theme III will use country case studies to examine the influence of historical legacies on current political issues, as well as internal and external migration in the European Union.

Office Hours and Contact Information

Email: stephns@live.unc.edu

Office Hours: Tuesdays and Thursdays 1:00-2:30 P.M., or by appt

Office hours will be held via Zoom with the waiting room feature. Zoom meeting IDs and passwords are on Sakai.

Learning Objectives

Throughout this course, students will:

- Learn to systematically characterize party and economic systems and analyze the ways in which these systems affect party competition and policy outcomes.
- Analyze patterns of public opinion on contemporary issues in European politics.
- Understand the history and structure of European institutions.
- Consider both opportunities and challenges of European integration.
- Reflect upon the historical legacies and their relationships to contemporary politics.

Course Resources

(Required) Bale, Tim. 2017. *European Politics: A Comparative Introduction*. 4th ed. Palgrave Macmillan. ISBN: 978-1-58133-4

Additional readings and materials, including lectures, will be available on the Sakai Resources page, in folders organized by week.

Requirements

- Complete all readings and listen to asynchronous lectures.
- Complete all discussion activities on Sakai Forums.
- Country case study short papers.
- Three quizzes.
- Midterm and final exams.

Grade Breakdown

Three quizzes: 15% (5% each)

Forum discussions: 15%

Country case study assignments: 30%

Midterm: 20%

Final exam: 20%

Grading Scale

Please note that I will not round up beyond the scale below. To maintain fairness to all of your classmates, I will not negotiate final grades after the final exam under any circumstances.

A: 93.5 and above

A-: 93.4-89.5

B+: 89.4-86.5

B: 86.4-82.5

B-: 82.4-79.5

C+ 79.4-76.5

C: 76.4-72.5

C-: 72.4-69.5

D+: 69.4-66.5

D: 66.4-62.5

F: 62.5 and below

Expectations:

1. **Attendance:** We are in a pandemic, and your mental and physical health is the top priority. Attendance is not graded. **All lectures will be provided asynchronously**, that is, you will access them at the time of your choosing. We will have **synchronous class on Fridays only**. This class will be an opportunity for you to discuss and apply the course concepts from that week's lectures and ask me any questions you have. I highly recommend that you attend this session, but you will not be penalized if you are unable to attend. Any time we are on Zoom, you are welcome to have video on or off. Please respect the privacy of your classmates as we are virtually entering

one another's homes. For privacy reasons, I will NOT be recording discussion meetings.

2. **Class participation:** There will be virtual discussions on Sakai Forum for you to participate in with each lecture, worth 15% of your final grade. We all come to this class with different levels of exposure to European politics and different political views, but my goal is that we as a class foster an environment in which every student feels empowered to contribute to discussion. Points raised in forums and in papers can disagree with each other, with readings, and with me—you can and should think critically about all information you obtain from various sources. I expect each of you to think critically in your writing and discussions using reputable sources, logical arguments, and respect for everyone in the class. Your grade will be based on the quality of your work, not whether my personal opinions coincide with yours.
3. **Deadlines:** Especially during the pandemic, I understand that circumstances in your life may sometimes affect your ability to meet deadlines. If you foresee an issue with meeting a deadline, please let me know as soon as you can, and we will work out an alternative plan. Privacy is important, and you do not need to disclose private health information to obtain extensions. Please keep in mind that the University does have more rigid deadlines for me to turn in your grades at the end of the semester, so I will need adequate time to devote to grading each student's work with care as the end of the semester approaches.
4. **Office hours and contact policy:** Please remember that university emails should be written in a professional manner. You may address me as Stephanie. I will reply to emails within 48 hours on weekdays; it is important that all of us working remotely are able to separate and balance our work and home lives. Email should be used to make office appointments or ask brief questions. I will not read paper drafts via email, but I am happy to talk through your questions about papers via Zoom.

Office hours are a resource that I encourage you to make use of in my class and in other classes throughout your time at UNC. I encourage you to come to office hours early and often to ask questions about course material and assignments, not only before an exam or an assignment due date. Additionally, office hours are an opportunity to meet your instructors, discuss your career and other intellectual interests, etc. Particularly as you begin to apply for study abroad, internships, and jobs and will need recommendation letters, the more you have cultivated relationships with your instructors, the more they will be able to help you in future endeavors. I can write you a much better recommendation if I know something more than the grades you earned in my class for one semester.

5. **Honor code:** The UNC Honor Code (<http://instrument.unc.edu>) is in effect in this class and all others at UNC. All exams, written work, and other projects must be the

student's original work, with appropriate citations. This means that citations should be within the text of your work, not merely a list of references at the end of the document. For the short papers, you will use footnotes; I have no preference what style you use to cite within the footnotes, just be consistent. Plagiarized work will result in a failing grade.

6. **Student accessibility:** Any student with a documented condition who needs to arrange reasonable accommodations should contact the instructor and Accessibility Resources (<https://accessibility.unc.edu/>). No accommodations will be made without going through official accessibility channels, nor will accommodations be made retroactively. Accessibility Resources can be reached by phone at 919-962-8300 or by email at accessibility@unc.edu.

Exams

There will be one midterm and one final exam (20% each), which may cover material from lectures and reading assignments. The final exam is cumulative. The exams will be a combination of multiple choice and short answer questions. The midterm exam will be on **Friday, September 11**, and the final exam will be on **DATE TBA**.

Since our exams will be online, they are inherently open note and book. You should not collaborate with other students during the exam period, but you may consult any of your course materials. The exams will be timed and require critical thinking, so bear in mind that it will be helpful if you know the material yourself and don't fully rely on looking up each answer.

Quizzes

You will have a total of 3 quizzes (5% each) to test your knowledge of key facts in European governance, and you will be allotted 15 minutes to take each quiz. Quiz 1 will be a map quiz that covers European states and their capital cities. Quiz 2 will provide you with a list of countries and ask you to sort them by membership in the following: European Union, Eurozone, Schengen Area, European Economic Area. Quiz 3 will require you to list all European Union Member States by their year of accession (regardless of the evolution of Brexit during this course, the United Kingdom will be on this quiz), as well as the candidate countries. All of the information about the requirements for each quiz is also available on the Sakai Resources page. Of course, you theoretically have access to the internet as you take these quizzes. I encourage you to memorize the material on these quizzes, especially if European politics is relevant to your career aspirations, but assessment online is inherently open-note. Consider this your 'extra credit' opportunity for the semester.

Country Case Studies

Throughout the course, each of you will develop expertise in a European country. During the first week of class, I will randomly assign you to a country, and you will complete a variety of small assignments to build an understanding of this country's domestic politics and relationships with European institutions. These assignments are designed to provide an avenue for you to apply general course concepts to a specific case. Throughout the course,

I encourage you to bring up the knowledge you are gaining about your case as it relates to our class discussions. The short paper assignments are below, and detailed explanations can also be found on the Sakai Resources page. You will also work with your assigned country in some of the Forum discussions.

You will note below that there is a (small) word limit to these papers. This is intentional, and you are expected to hold to it strictly and include a word count of the text at the top of your Word document (not PDF). Use footnotes for citations, and do not include footnotes or headers in your word count. These assignments are designed to be an exercise in synthesizing the *most* important information. This would reflect a myriad of jobs in the political realm in which you the expert would be expected to brief an official efficiently and effectively. Make every word count.

1. **Basic information (Due September 4, 11:59 P.M.)** Organize a 800-word memo with need-to-know information on your country. What is important about the way this country operates politically? How are its political institutions organized? What social groups make up the population? What are the primary contemporary challenges your country faces, and what historical legacies affect the way the country functions today? As you would for a government policy job, you will need to critically evaluate your research materials and synthesize only the most important information. Consider your reader well-versed in political systems (e.g. don't define what proportional representation is), but unfamiliar with the minutiae of your country.
2. **Your country and the EU (Due October 23, 11:59 P.M.)** In 800 words, analyze your country's relationship to the European Union. What were the conditions in which it joined the EU? In what ways does EU policy affect your country most poignantly? What are the major challenges and/or opportunities that your country faces in the EU today?
3. **Your country and a domestic political challenge (Due November 16, 11:59 P.M.)** In 800 words, analyze a major domestical political challenge in your country. Your topic should be contemporary (within the last 5 years) but may refer to history as it is relevant to the present. If we discuss a country and issue in class, you may write about it, but you must go beyond the course material.

Note: Each of you comes to this course with different levels of writing experience. I encourage you to seek feedback on your writing from trusted peers, the Writing Center (available remotely), and me. However, please be aware that consulting the Writing Center does not guarantee a certain grade, as the center is not equivalent to individual instructors' expectations. Please also be aware that meeting bare requirements does not constitute an A, which is earned through excellence in quality of both analysis and writing. Since the three papers are conceptually similar, you will have an opportunity to learn and improve over the semester. Writing is an essential skill, and I want to help you develop it. Don't be shy about asking for help; that's what I'm here for. TIP: When I'm writing on a tight word limit, I find it helpful to read my work out loud to figure out where I could communicate an

idea in fewer words.

Schedule

All of the lessons below will be available asynchronously on Sakai by the date listed on the syllabus. You may complete them at any point during the week, and **all Forum posts for the week will be due the following Sunday at 11:59 P.M. ET**. I suggest that you complete the readings before the lecture recordings. I have included links, but all readings other than the textbook are available as PDFs on Sakai. **On Fridays, we will hold synchronous class from 12:00 to 12:50 P.M. ET.**

Politics is ever-evolving. I may update the reading assignments accordingly throughout the course as needed. In any case, keep in mind the time of writing as you place the readings in context. I recommend keeping up with current events on a regular basis as you are able. For European politics, some good English sources to start with are the BBC, the Guardian, and the Economist. If you see an interesting article that relates to our course material or you have a question about, feel free to email it to me and we can discuss it.

Theme I: Domestic Political and Economic Institutions

WEEK 1

Monday, August 10 – Course Introduction and State Formation in Europe in Historic Context

Readings:

Read the syllabus in full and familiarize yourself with the course Sakai site.

Bale, Chp. 1, pages 1-32

Wednesday, August 12 – Political Institutions I: Executive Power

Readings:

Bale Chp. 4, pages 105-111 (stop at ‘Permutations’)

Lijphart, Arend. 2012. ‘Executive-Legislative Relations: Patterns of Dominance and Balance of Power (Chapter 7),’ in, *Patterns of Democracy*. New Haven: Yale University Press.

Friday, August 14 – Discussion Day

Readings:

Kottasová, Ivana, and Aleesha Khaliq. 2020, March 14. ‘Here’s How Much Europe’s Royal Families Really Cost.’ CNN.

<https://www.cnn.com/2020/03/14/europe/european-royal-families-intl/index.html>

González, Miguel (English version by Melissa Kitson). 2020, August 3. ‘Spain’s Emeritus King Juan Carlos I to Leave Country Amid Tax Haven Scandal.’ *El País*.

https://english.elpais.com/spanish_news/2020-08-03/spains-emeritus-king-juan-carlos-i-to-leave-country-amid-tax-haven-scandal.html

WEEK 2**Monday, August 17 – Political Institutions II: Parliament**

Readings:

Bale Chp. 4, pages 111-139

Lijphart, Arend. 2012. 'Parliaments and Congresses: Concentration versus Division of Legislative Power (Chapter 11),' in, *Patterns of Democracy*. New Haven: Yale University Press.

Wednesday, August 19 – Electoral Institutions

Readings:

Bale Chp. 6, pages 187-199 (stop at 'Volatile Voting')

Friday, August 21 – Discussion Day

Assignment:

For the country you are assigned to for the semester, research the following: 1) What kind of electoral system does your country have? 2) When was the most recent national (parliamentary or presidential) election? 3) What were the results, and what does this tell you about the current direction of the country? Write a 1-paragraph summary on the Sakai forum, and bring your materials to discuss with your classmates.

WEEK 3**Monday, August 24 – Party Systems and Families**

Readings:

Bale Chp. 5, pages 143-154 (stop at 'Socialist and social democratic parties'), and pages 174-186

Wednesday, August 26 – Parties I: The Center Left and Center Right

Readings:

Bale Chp. 5, pages 154-159 (stop at 'Green parties')

Bale Chp. 9, pages 293-326

Friday, August 28 – Discussion Day**Quiz 1: Europe map and capital cities**

Readings:

Vachudova, Milada, and Liesbet Hooghe. 2009. 'Postcommunist Politics in a Magnetic Field: How Transition and EU Accession Structure Party Competition on European Integration.' *Comparative European Politics* 7(2): 179-212.

WEEK 4**Monday, August 31 – Parties II: GAL and TAN Parties**

Readings:

Bale Chp. 5, pages 159-173

Golder, Matt. 2016. 'Far Right Parties in Europe.' *Annual Review of Political Science* 19(1): 477- 497.

Wednesday, September 2 – Social Structure and Voting behavior I*Readings:*

Bale Chp. 6, pages 199 (start at 'Volatile Voting')-214

Friday, September 4 – Discussion Day**PAPER ONE DUE 11:59 P.M.***Readings:*

Graham-Harrison, Emma. 2019, June 2. 'A Quiet Revolution Sweeps Europe as Greens Become a Political Force.' *The Guardian*.

<https://www.theguardian.com/politics/2019/jun/02/european-parliament-election-green-parties-success>

Skim this party manifesto and choose a few policy areas of interest to read closely and discuss in class: European Greens. 2019. 'Priorities for 2019: What the European Greens Fight For.'

<https://europeangreens.eu/priorities-2019-what-european-greens-fightmanifesto>

WEEK 5**Monday, September 7 – NO CLASS (Labor Day)****Wednesday, September 9 – Social Structure and Voting Behavior II***Readings:*

De Vries, Catherine. 2018. 'The Cosmopolitan-Parochial Divide: Changing Patterns of Party and Electoral Competition in the Netherlands and Beyond.' *Journal of European Public Policy* 25(11): 1541-1565.

Friday, September 11 – MIDTERM**WEEK 6****Monday, September 14 – Decentralization and Federalism***Readings:*

Bale Chp. 3, pages 72-103

Wednesday, September 16 – Regionalism and Separatism*Readings:*

Bale Chp. 2, pages 39-51

Brancati, Dawn. 2007. 'The Origins and Strengths of Regional Parties.' *British Journal of Political Science* 38: 135-159.

Friday, September 18 – Discussion Day

Readings:

BBC. 2014, September 19. 'Scottish Referendum: Scotland Votes 'No' to Independence.'
<https://www.bbc.com/news/uk-scotland-29270441>

Ross, Elliot. 2019, August 1. 'Is Brexit Worth Scotland's Independence?' *The Atlantic*.
<https://www.theatlantic.com/international/archive/2019/08/scottish-independence-and-brexit/595234/>

WEEK 7

Monday, September 21 – Welfare States

Readings:

Ferrera, Maurizio, Anton Hemerijck, and and Martin Rhodes. 2003. 'Recasting European Welfare States (Chapter 20),' in Jack Hayward and Anand Menon (eds.), *Governing Europe*. Oxford University Press.

Attewell, David. 2020. 'Deservingness Perceptions, Welfare State Support, and Vote Choice in Western Europe.' *West European Politics*: 1-24. DOI: 10.1080/01402382.2020.1715704.

Wednesday, September 23 – Trade

Readings:

Bollen, Yelter, Ferdi De Ville, and Jan Orbie. 2016. 'EU Trade Policy: Persistent Liberalization, Contentious Protectionism.' *Journal of European Integration* 38(3): 279-294.

Friday, September 25 – Discussion Day

Readings:

Hansen, James. 2020, June 5. 'Government Wiggles Out of Pledge to Protect U.K. Food Standards in U.S. Trade Deals.' *Eater: London*.
<https://london.eater.com/2020/6/5/21281356/chlorinated-chicken-uk-us-trade-deal-trump-johnson>

European Commission. 2020, April 20. 'Geographical Indications: A European Treasure Worth 75 Billion.' Press release (I have also included the full 2019 report on Sakai. If you want to read about the GI's of a specific country, see p. 70, or p. 84 of the PDF).
<https://ec.europa.eu/commission/presscorner/detail/en/IP20683>

WEEK 8

Monday, September 28 – Civil Society and Politics

Readings:

Bale Chp. 8, pages 263-292

Wednesday, September 30 – Religion and Politics

Readings:

Rovny, Jan, and Jonathan Polk. 2019. 'New Wine in Old Bottles: Explaining the Dimensional Structure of European Party Systems.' *Party Politics* 25(1): 12-24.

Nelson, Brent F., and James L. Guth. 2020. 'Losing Faith: Religion and Attitudes toward the European Union in Uncertain Times.' *Journal of Common Market Studies*: 1-16. DOI: 10.1111/jcms.12993

Friday, October 2 – Discussion Day*Readings:*

Donadio, Rachel. 2019, April 6. 'France's Paradoxes, Embodied in a Cathedral.' *The Atlantic*.

<https://www.theatlantic.com/international/archive/2019/04/notre-dame-cathedral-secular-france/587305>

Steves, Rick. 2018. 'Holy Week in Spain.' Classroom Europe.

<https://classroom.rickstevens.com/videos/holy-week-in-spain> (PDF is on Sakai, but watch accompanying video with the link)

WEEK 9**Monday, October 5 – Media and Politics***Readings:*

Bale Chp. 7, pages 225-260

Theme II: European (Dis?)integration**Wednesday, October 7 – Road to the European Union***Readings:*

Marks, Gary. 2012. 'Europe and Its Empires: From Rome to the European Union.' *Journal of Common Market Studies* 50(1): 1-20.

Friday, October 9 – European Union Institutions**Quiz 3: EU accession and candidates***Readings:*

Bale Chp. 2, pages 52-69

Bale Chp. 6, page 214 ('European Parliament Elections')

BBC. 2019, July 16. 'EU Commission: What Is It and What Does It Do?'

<https://www.bbc.com/news/world-europe-48963555>

Mounk, Yascha. 2020, January 31. 'The European Union's Double Crisis of Legitimacy.' *The Atlantic*.

<https://www.theatlantic.com/ideas/archive/2020/01/future-european-union/605839/>

WEEK 10**Monday, October 12 – Other European Institutions***Readings:*

Galbreath, David J., and Carmen Gebhard. 2011. 'Introduction,' in David J. Galbreath (ed.), *Cooperation or Conflict? Problematizing Organizational Overlap in Europe*. New York: Routledge. Pages 1-6.

Bond, Martyn. 2011. 'The EU and the Council of Europe: Difference, Duplication or Delegation?' in David J. Galbreath (ed.), *Cooperation or Conflict? Problematizing Organizational Overlap in Europe*. New York: Routledge.

Gerards, Janneke. 2018. 'Margin of Appreciation and Incrementalism in the Case Law of the European Court of Human Rights.' *Human Rights Law Review* 18: 495-515.

Wednesday, October 14 – European Foreign Policy*Readings:*

Bale Chp. 11, pages 364-395

Friday, October 16 – Discussion Day*Readings:*

European Parliament. 2019, June 24. 'Defence: Is the EU Creating a European Army?' European Parliament News.

<https://www.europarl.europa.eu/news/en/headlines/security/20190612STO54310/eu-army-myth-what-is-europe-really-doing-to-boost-defence>

Ibrahim, Azeem. 2019, September 5. 'Europe Is Ready for Its Own Army.' *Foreign Policy*. <https://foreignpolicy.com/2019/09/05/europe-is-ready-for-its-own-army/>

Kluth, Andreas. 2019, December 2. 'A European Army? It'll Never Happen.' *Bloomberg*. <https://www.bloomberg.com/opinion/articles/2019-12-02/a-european-army-will-never-happen-nato-remains-essential>

WEEK 11**Monday, October 19 – Euroscepticism***Readings:*

Hooghe, Liesbet, and Gary Marks. 2009. 'A Post-Functionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus.' *British Journal of Political Science* 39(1): 1-23.

Kuhn, Teresa, Erika van Elsas, Armen Hakhverdian, and Wouter van der Brug. 2016. 'An Ever Wider Gap in an Ever Closer Union: Rising Inequalities in 12 West European Democracies.' *Socio-Economic Review* 14(1): 27-45.

Wednesday, October 21 – Future EU Accession**Quiz 2: Membership in European institutions***Readings:*

Schimmelfennig, Frank, and Ulrich Sedelmeier. 2020. 'The Europeanization of Eastern Europe: The External Incentives Model Revisited.' *Journal of European Public Policy* 27(6): 814-833.

Vachudova, Milada Anna. 2019. 'EU Enlargement and State Capture in the Western Balkans,' in Jelena Dzankić, Soeren Keil, and Marko Kmezić (eds.), *The Europeanisation of the Western Balkans: A Failure of EU Conditionality?* New Perspectives on South-East Europe series. Palgrave MacMillan.

Friday, October 23 – Discussion Day**PAPER TWO DUE 11:59 P.M.***Readings:*

Reilhac, Gilbert. 2019, March 13. 'EU Parliament Calls for Freeze on Turkey's Membership Talks.' *Reuters*.

<https://www.reuters.com/article/us-eu-turkey/eu-parliament-calls-for-freeze-on-turkeys-membership-talks-idUSKCN1QU2LD>

Pierni, Marc. 2019, May 3. 'Options for the EU-Turkey Relationship.' Carnegie Institute Europe.

<https://carnegieeurope.eu/2019/05/03/options-for-eu-turkey-relationship-pub-79061>

Cavasoglu, Mevlu (Turkish Foreign Minister). 'Let's Put Turkey's EU Membership Back on Track.' *Politico Opinion*.

<https://www.politico.eu/article/turkeys-eu-membership/>

Theme III: Case Studies: Politics and Issues**WEEK 12****Monday, October 26 – Germany: Emerging from World War II and the Cold War***Readings:*

Glaessner, Gert-Joachim. 2005. *German Democracy: From Post-WWII to the Present Day*. Bloomsbury Publishing. Chapters 1 and 10.

Wednesday, October 28 – Spain: Emerging from Late Authoritarian Rule*Readings:*

Jerez-Farrán, Carlos, and Samuel Armago. 2010. 'Introduction,' in (Carlos Jerez-Farrán and Samuel Armago (eds.), *Unearthing Franco's Legacy: Mass Graves and the Recovery of Historical Memory in Spain*. University of Notre Dame Press.

Richards, Michael. 2010. 'Grand Narratives, Collective Memory, and Social History: Public

Uses of the Past in Post-War Spain,' in (Carlos Jerez-Farrán and Samuel Armago (eds.), *Unearthing Franco's Legacy: Mass Graves and the Recovery of Historical Memory in Spain*. University of Notre Dame Press.

Friday, October 30 – Discussion Day

Readings:

Weisskircher, Manes. 2020. 'The Strength of the Far-Right AfD in Eastern Germany.' *The Political Quarterly*. DOI: <https://doi.org/10.1111/1467-923X.12859>

Hedgecoe, Guy. 2019, October 24. 'Franco Exhumation: Move Stirs Fury in Divided Spain.' BBC. <https://www.bbc.com/news/world-europe-50171253>

WEEK 13

Monday, November 2 – Hungary and Poland: Democratic Backsliding

Readings:

Vachudova, Milada Anna. 2020. 'Ethnopolitism and Democratic Backsliding in Central Europe.' *Eastern European Politics*. DOI: 10.1080/21599165.2020.1787163

Wednesday, November 4 – France: Decolonization

Readings:

Barclay, Fiona, Charlotte Ann Chopin, and Martin Evans. 2018. 'Introduction: Settler Colonialism and French Algeria.' *Settler Colonial Studies* 8(2): 115-130.

Bhambra, Gurminder K. 2009. 'Postcolonial Europe: Or, Understanding Europe in Times of the Postcolonial,' in Chris Rumford (ed.), *Handbook of European Studies*. London: Sage.

Friday, November 6 – Discussion Day

Readings:

Kakassis, Joanna. 2019, May 9. 'Outlets Strive for Independence in Hungary, Where Most Media Back the Government.' NPR.

<https://www.npr.org/2019/05/08/720015059/outlets-strive-for-independence-in-hungary-where-most-media-back-the-government>

Al Jazeera. 2020, July 3. 'France Returns Remains of Algerian Anti-Colonial Fighters.'

<https://www.aljazeera.com/news/2020/07/france-returns-remains-algerian-anti-colonial-fighters-200703191205023.html>

WEEK 14

Monday, November 9 – EU Migration I: Internal Migration

Readings:

Bale Chp. 10, page 337 ('Intra-EU Migration Since Enlargement')

Lafleur, Jean-Michel, Mikolaj Stanek, and Alberto Veira. 2017. 'South-North Labour

Migration Within the Crisis-Affected European Union: New Patterns, New Contexts and New Challenges (Chapter 11),’ in Jean-Michel Lafleur and Mikolaj Stanek (eds.), *South-North Migration of EU Citizens in Times of Crisis*. Springer Open. **NOTE:** The PDF of the entire book is available on Sakai, but only Chapter 11 is required reading.

Wednesday, November 11 – EU Migration II: Third-country Migration

Readings:

Bale Chp. 10, pages 328-362

Friday, November 13 – Discussion Day

Readings:

Rayes, Diana. 2020, March 20. ‘Amid an Unfolding Humanitarian Crisis in Syria, the European Union Faces the Perils of Devolving Migration Management to Turkey.’ Migration Policy Institute.

<https://www.migrationpolicy.org/article/amid-humanitarian-crisis-syria-eu-faces-perils-devolving-migration-third-countries>

WEEK 15

Monday, November 16 – LAST DAY OF CLASS – Review Day

PAPER THREE DUE 11:59 P.M.

I will hold an optional, synchronous review period at our normal class time on Zoom. The review will be student-led; bring your questions to class.

WEEK 16

FINAL EXAM - DATE TBA

Please note that the syllabus is subject to any change I deem necessary throughout the course. There are more likely to be changes in response to COVID-19 than during normal semesters. Please be flexible. If I need to update the syllabus, I will communicate changes via email.