

POSC 3750 EUROPEAN INTEGRATION

Spring 2018

Tuesday/Thursday 11:00-12:15pm

233 Brackett

PROFESSOR: Dr. Amber Curtis

OFFICE: 230-C Brackett

EMAIL: acurti2@clemsun.edu

OFFICE HOURS: Tues/Thurs 2:30-4:00¹

PHONE: 864-656-0213

& by appointment

COURSE DESCRIPTION: Though most people today know of the European Union's (EU) existence, an important underlying question remains: what is it, exactly? Is it another intergovernmental organization—like the United Nations (UN) or North Atlantic Treaty Organization (NATO)—where individual nation-states group together to achieve a common overarching objective? Is it an up-and-coming nation-state—a soon-to-be “United States of Europe”—currently undergoing a process similar to the United States’ historical experience of unifying thirteen colonies into one sociopolitical entity? Is it a futuristic model of regional or even global governance, hinting at what a world beyond nation-states will look like? Is it a stand-alone polity in its own right, or simply a political tool used by national governments to achieve their own objectives? Could it be parts of all the above? And, most importantly, is it on the brink of failure and dissolution due to recent threats like the financial crisis, migrant crisis, Brexit, etc.?

There are no clear answers. The EU has been different things at different times, and continues to represent different ideals to different people today. Despite its uncertain future, present challenges should not preclude a deep appreciation for all that the EU has already accomplished. Therefore, the primary objective of this course is to provide students with the instruction and resources necessary to determine for themselves “the nature of the beast.” What is the EU? *Who* is the EU? Where has it come from? Where is it going? What does it do? Why is it important? By evaluating the characteristics and contributions of the EU in comparative context, students will better understand the EU's cutting-edge role in world politics, economics, and culture, and will be better equipped to critique current issues (with their accompanying implications and potential solutions).

This course takes a multidisciplinary approach weaving together perspectives from history, cultural anthropology, economics, social psychology, and political science—as well as an interactive and investigatory one in which students actively engage in the learning process. While a thorough knowledge of the EU requires a foundational description of EU treaties, structures, and procedures, a good portion of this course will then delve into the symbiotic relationship between the EU and the over 500 million citizens living within its borders. What do they think of the EU? What opportunities do they have to get involved? When, why, and how does public opinion matter? How have identities and opinions changed over time, especially given enlargement, immigration, and the resulting demographic shift? How do these patterns vary across individuals and member states? This additional angle will provide students with more comprehensive insight into contemporary EU affairs.

¹ Drop by anytime within this window; no appointment is necessary and students are received on a first-come, first-served basis. Everyone should plan to come to office hours *at least once* during the semester! Please note that office hours may change some weeks due to faculty meetings and other conflicting obligations.

CRITICAL THINKING: This course is part of the Clemson Thinks² (CT2) program and, as such, is designed to not only convey the necessity and utility of thinking critically, but also to measurably improve students' critical thinking abilities to make them independent thinkers, judicious consumers, attractive employees, and effective world citizens. To this end, we will clearly delineate what critical thinking means and students will complete multiple assignments to refine their personal critical thinking skills. (These assignments will then comprise a series of artifacts demonstrating their CT proficiency.) Students will track their improvement by taking the California Critical Thinking Skills Test (CCTST) at two time points: the beginning and end of the term. For more information on the CT2 initiative, see <http://www.clemson.edu/academics/programs/thinks2/>.

OBJECTIVES: Through active engagement in class, students will:

- Elucidate the EU's historical formation and institutional composition
- Compare the EU to other worldwide phenomena in order to determine whether it is *sui generis*, a model for other regional integration endeavors to emulate, or something else
- Assess the EU's accomplishments and shortcomings in numerous policy areas
- Evaluate the range of past, present, and future challenges facing the EU and weigh the pros, cons, and feasibility of the various "solutions" on the table to solve them
- Articulate clear and evidenced-based arguments while acknowledging applicable counterarguments
- Develop practical, transferrable skills such as reading comprehension, critical thinking, analytical research, and persuasive writing
- Cooperate and communicate with one another to share knowledge and expertise
- Recognize where the course material fits into scholarly dialogue and critically analyze strengths/weaknesses within an argument
- Identify applicability of course material to personal interests and real-world events
- Learn to differentiate between extrinsic and intrinsic motivations/value/etc.
- Cultivate a strong sense of personal responsibility and the associated pride that results from setting clear goals, being challenged beyond comfort and pushed to excel, overcoming "obstacles", and truly *earning* the outcome they receive

REQUIRED READING: You will need the following ASAP...

- Olsen, Jonathan, and John McCormick. 2016. *The European Union: Politics and Policies*. Sixth edition. Westview Press. → hereafter "O&M"
- Other assigned readings accessible online and/or through Canvas
- Leonard, Dick, and Robert Taylor. 2016. *The Routledge Guide to the European Union*. New York: Routledge Press. → hereafter "L&T"
- Keep up with a reputable news source of your choice (recommended: *The Economist*, *BBC News*, *The Wall Street Journal*, etc.)

RECOMMENDED READING: Should you be so inclined... (these are entirely optional)

- Bache, Ian, Simon Bulmer, Stephen George, and Owen Parker. 2015. *Politics in the European Union*. Fourth edition. New York: Oxford University Press.
- Cini, Michelle, and Nieves Pérez-Solórzano Borragán. 2016. *European Union Politics*. Fifth Edition. Oxford University Press.

- Kenealy, Daniel, John Peterson, and Richard Corbett. 2015. *The European Union: How Does It Work?* Fourth edition. New York: Oxford University Press.

STUDENT RESPONSIBILITIES: Personal responsibility is imperative. All readings and assignments should be done before class on the day they are listed to facilitate lecture and discussion. Please check Canvas and your Clemson email daily for important updates and announcements, as you will be accountable for all information transmitted via these electronic resources. Everyone is expected to pay attention, take good notes, participate actively during class discussions, and be courteous to others. In addition, a significant portion of this course entails group work, requiring you to communicate clearly and often with fellow students.

REQUIREMENTS: The course is structured as follows:

Critical Thinking Assignments (15%)

While it should go without saying that students are expected to think critically throughout the entire course, there are three specific assignments designed to hone and assess their CT skills. First, as mentioned, students are required to take the CCTST at both the beginning and end of the term. While their test score has no impact on their course grade, students must demonstrate that they were conscientious and diligent in taking each test; they will earn 2.5% for each test (5% total). Second, students will sign up for a day to present a current event to the class (worth 5%). Further instructions will be provided, but this will entail finding two news articles covering the same event from different sources (i.e., highlighting the same event in opposing/contradictory lenses). In addition to submitting a 3-page written critique, they will then give a 5-minute presentation sharing their findings with the class—concluding not with which side is “right” in their eyes, but rather by assessing the motives of each source and assumptions behind each side’s view and how this potentially biases the information being conveyed. Thirdly, students will demonstrate that they comprehend and are critical consumers of academic literature by leading class discussion on one of the journal articles designated by the professor (worth 5%). On the day their article is due, students must submit at the beginning of lecture a typed, stapled critique (format to be provided). Only hard copies will be accepted; no late summaries are allowed as we will cover this material in class. Students should be fully prepared to be called on to answer questions about their article and/or to pose thought-provoking questions to guide the class on that day’s topic.²

Group Policy Brief Project (25%)

Students will work in small groups to identify what they believe to be the main challenge currently facing the EU, research scholarly opinions on the issue, and develop a practical solution to ameliorate the problem. Groups will then submit an official written exposé, as well as present their findings and argument to the class in the form of a concise 5-minute video. (More detailed instructions to follow.) To help students coordinate their efforts, there are three “Group Work Days” where groups are expected to use class time to work on the project together in place of normal lecture. Final projects are due at the beginning of class on Tuesday, April 18th, at which point group presentations will commence.

² It is entirely YOUR responsibility to remember the dates for which you sign up to present a current event and summarize an article. No reminders will be sent and no rescheduling or makeups will be allowed without a legitimate, documented, University-approved excuse.

Exams (60%)

There will be two midterms and a cumulative final exam. Midterm I (worth 20%) will be held on Thursday, February 16th over material from Parts I-III of the course. Midterm II (worth 15%) will be held on Tuesday, March 14th over parts IV & V of the course. More details will follow, but this second test will be a take-home assignment in which students write—and answer—their own exam. The final exam (worth 25%) will take place at the university-scheduled date and time (Wednesday, May 3rd from 3:00–5:30pm) over everything we’ve covered this semester. Mark your calendars now: exams may only be made up in the rare event of a legitimate, University-approved, and appropriately documented circumstance.³

Attendance & Participation (0%)⁴

Note well that there is no “grade” for attendance or participation in this course. That said, it is *impossible* to do well without coming to class every day and being actively engaged. Be warned: missing even a single class can have an extremely detrimental effect on your final course grade via its impact on your comprehension of the course material. Class format will vary between discussion, group activities, multimedia presentations, case studies, and lecture. Preparation and participation are critical as the course builds cumulatively upon all earlier material.

GRADE BREAKDOWN:

Attendance & Participation – 0%
CCTST Pre- and Post-Test – 5%
Current Events Presentation – 5%
Discussion Leadership – 5%
Midterm I – 20%
(Write Your Own…) Midterm II – 15%
Group Policy Brief Project – 25%
Cumulative Final Exam – 25%

GRADING POLICY: This is a letter-graded course. At the very end of the semester, grades ending in .5 to .9 will be rounded up to the nearest whole number; those below .5 will not be.

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

³ Be sure to reference p. 28 of the 2016-2017 Undergraduate Announcements for more detail, particularly the section on what constitutes a “medical” excuse (<https://www.registrar.clemson.edu/publicat/catalog/2016/2016catalog.pdf>). Note also p. 4 of the 2016 Fall Term Undergraduate Class Regulations: “In the event of an emergency, the student should make direct contact with the course instructor, preferably *before* a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work. It is the student’s responsibility to secure documentation of emergencies, if required. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor.”

⁴ I reserve the right to change this at any time if students start taking advantage of this policy.

CLASSROOM POLICY: It should go without saying that students are to adhere to proper and respectful conduct during class, particularly if/when sensitive material is presented and/or conflicting opinions arise.

NO ELECTRONICS POLICY: The use of laptops, cell phones, smart watches, etc. is not allowed during class! Doing *anything* on an electronic device during class time is prohibited. If you violate this policy, I retain the right to confiscate your device until class is over and/or ask you leave so you no longer disrupt your classmates' right to learn.

CANCELLATION POLICY: If, for some reason, I am more than ten minutes late to class, a volunteer student should call the main Political Science office (864-656-3233) for an update or check with the POSC office staff in 232 Brackett. If class or office hours need to be cancelled unexpectedly, I will send an email and post a notice on Canvas in advance. In the event of inclement weather or power outages, we will follow the University's protocol as follows: "Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather related cancellation."

ACCESSIBILITY POLICY: Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

TITLE IX POLICY: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864-656-3184 (voice) or 864-656-0899 (TDD).

ACADEMIC HONESTY POLICY: Violations of academic honesty, including cheating or plagiarism, are unacceptable and will be seriously prosecuted. Plagiarism includes—but is not limited to—borrowing ideas and paraphrasing them within a paper without properly citing them, copying passages directly from sources without enclosing them in quotation marks, purchasing or stealing another person’s paper to turn in, or having someone else write an assigned paper. Note that I also consider plagiarism to include submitting your own identical work for more than one assignment or course (aka “double dipping” or “self-plagiarism”) without prior approval from both instructors. I highly recommend that you review the “Plagiarism Packet” posted in the “Resources” module on Canvas, as well as the plethora of information on Clemson Library’s “Avoiding Plagiarism” website.⁵ If you have any further questions, you should consult Clemson University’s current Undergraduate Announcements catalog for information on rules and regulations related to academic integrity. If you have any doubt about what is or is not permissible, ask first.

Clemson University’s official statement on academic integrity is as follows: “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” See <https://www.clemson.edu/academics/integrity/plagiarism.html> for more information.

DISABILITY POLICY: Students needing accommodations for disabilities should make an appointment with the office of Student Disability Services ASAP to discuss their specific needs. (See contact info below.) Qualified students must then provide me with an Academic Accommodation Letter from Student Disability Services within the first three weeks of classes to ensure your needs are met in a timely manner. I cannot guarantee accommodations for students who notify me of a disability request after this date! Please be aware that accommodations are not retroactive and that new Academic Accommodation Letters must be presented to each instructor each semester. Please also note that if you require extended time on exams, it is your responsibility to complete the online request to do so through the Test Proctoring Center a minimum of 7 days in advance of the test date specified on the class schedule below.⁶

Student Disability Services
Suite 239
Academic Success Center Building
836 McMillan Rd.
Box 344060
Clemson, South Carolina 29634-4060
Phone: 864-656-6848
Fax: 864-656-6849
E-mail: sds-1@clemson.edu
Website: <http://www.clemson.edu/campus-life/campus-services/sds/index.html>

⁵ <http://clemson.libguides.com/AvoidingPlagiarism>

⁶ <http://www.clemson.edu/campus-life/campus-services/sds/test-center.html>

CLASS SCHEDULE & ASSIGNMENTS

(Subject to change. Please check Canvas & your Clemson email daily for important updates! Make sure to come to class having already done the readings indicated for that day, even if the indicated topic du jour doesn't necessarily match up with the associated reading. Reminder: "O&M" = Olsen & McCormick; "L&T" = Leonard & Taylor. Anything else not on Canvas must be accessed through Google Scholar and/or the Clemson Library.⁷)

PART I: BACKGROUND

Day 1: Thursday, January 12th – Introduction & Overview

- Review syllabus, Canvas webpage, Plagiarism Packet
- Read:
 - O&M Introduction (p. 1-10)

Day 2: Tuesday, January 17th – Why (and How To) Think Critically

- Complete Insight Assessment's California Critical Thinking Standardized Test (CCTST)
- Read:
 - TBA (on Canvas)

Wednesday, January 18th – Last day to register or add a class, declare Audit or Pass/No Pass

Day 3: Thursday, January 19th – Origins of the EU

- Read:
 - O&M Chapter 1: What Is the European Union?
 - O&M Chapter 2: Origins: The Road to Paris
 - L&T Chapter 1: The Origins

Day 4: Tuesday, January 24th – Timeline of European Integration

- Coordinate groups for Policy Brief project
- Read:
 - O&M Chapter 3: Emergence: To the Single Market at Beyond"
 - O&M Chapter 4: Consolidation and Crises: Maastricht, Lisbon, & the Eurozone"

Wednesday, January 25th – Last day to drop a class or withdraw from the University without a W

Day 5: Thursday, January 26th – Evolution of the EU, Cont'd

- NO OFFICIAL CLASS: GROUP WORK DAY #1
- Read:
 - L&T Chapter 2: Evolution—1958-2008
- Recommended:
 - L&T Appendix 8: (Summary of) The Maastricht, Nice, and Lisbon Treaties
 - L&T Appendix 9: Chronology of Major Events Concerning the European Union

⁷ Make sure you are either accessing the articles from campus using the *Eduroam* network or, if working off campus, that your Clemson VPN is turned on. For more information, see http://www.clemson.edu/ccit/get_connected/vpn/.

PART II: THEORETICAL FRAMEWORK

Day 6: Tuesday, January 31st – Theories of Integration

- Read:
 - Bache, Ian, Simon Bulmer, Stephen George, and Owen Parker. 2015. “Theories of European Integration.” In *Politics in the European Union*. Fourth edition. New York: Oxford University Press, 1-23. (on Canvas)
- Recommended:
 - Iche, Alexis. 2004. “Economic Theories of Regional Integration” (on Canvas)
 - Hooghe, Liesbet, and Gary Marks. 2001. “Multi-Level Governance.” In *Multi-Level Governance in the European Union*. Lanham, MD: Rowman & Littlefield, 1-4 and 27-29. (on Canvas)

PART III: POLITICAL INTEGRATION

Day 7: Thursday, February 2nd – EU Institutions & Policymaking

- Read:
 - O&M Chapter 5: The European Commission
 - O&M Chapter 6: The Council of the European Union
- Recommended
 - L&T Chapter 5: The Commission
 - L&T Appendix 4: The Directorates
 - L&T Chapter 6: The Council of Ministers
 - L&T Chapter 7: The European Council

Day 8: Tuesday, February 7th – EU Institutions & Policymaking, Cont’d

- Read:
 - O&M Chapter 7: The European Parliament
 - O&M Chapter 11: Public Policy and the Budget of the EU
- Recommended:
 - L&T Chapter 8: The European Parliament

Day 9: Thursday, February 9th – EU Enlargement

- Read:
 - L&T Chapter 38: Enlargement
 - Juncos, Ana E., and Nieves Pérez-Solórzano Borragán. 2016. “Enlargement.” In *European Union Politics* by Michelle Cini and Nieves Pérez-Solórzano Borragán, Eds. Fifth Edition. New York: Oxford University Press, 227-240. (on Canvas)

Day 10: Tuesday, February 14th – Review for Midterm

- Read:
 - Epstein, Rachel A., and Wade Jacoby. 2014. “Eastern Enlargement Ten Years On: Transcending the East-West Divide?” *Journal of Common Market Studies* 52: 1-16.

Day 11: Thursday, February 16th – Midterm I

PART IV: ECONOMIC INTEGRATION

Day 12: Tuesday, February 21st – Economic & Monetary Union (aka, “the Euro”)

- Read:
 - O&M Chapter 12: Economic Policy and the Single Market
 - L&T Chapter 19: Economic and Monetary Policy

Day 13: Thursday, February 23rd – Europe’s Financial Crisis

- Read:
 - Prokopijević, Miroslav. 2010. “Euro Crisis.” *Panoeconomicus* 3: 369-384. (on Canvas)
 - Harari, Daniel. 2014. “Causes of the Eurozone Crisis: A Summary” (on Canvas)

Day 14: Tuesday, February 28th – Europe’s Financial Crisis, Cont’d

- Read:
 - L&T Chapter 3: The EU Under Strain—2008-
 - Greenspan, Alan. 2011. “Europe’s Crisis is All about the North-South Split.” *Financial Times*, 6 October. <https://www.ft.com/content/678b163a-ef68-11e0-bc88-00144feab49a>
- Recommended:
 - De Grauwe, Paul. 2011. “Only A More Active ECB Can Solve the Euro Crisis.” *Centre for European Policy Studies*. <https://www.ceps.eu/publications/only-more-active-ecb-can-solve-euro-crisis> (on Canvas)

PART V: PUBLIC OPINION & POLITICAL BEHAVIOR

Day 15: Thursday, March 2nd – Support for European Integration

- Read:
 - O&M Chapter 10: Representing Public Opinion
 - Hooghe, Liesbet, and Gary Marks. 2005. “Calculation, Community and Cues: Public Opinion on European Integration.” *European Union Politics* 6(4): 419-443.

Day 16: Tuesday, March 7th – EU Engagement

- Read:
 - Hix, Simon, and Michael Marsh. 2007. “Punishment or Protest? Understanding European Parliament Elections.” *Journal of Politics* 69(2): 495-510.
 - Hobolt, Sara B., and Catherine de Vries. 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.

Day 17: Thursday, March 9th – Democratic Deficit

- Read:
 - Follesdal, Andreas, and Simon Hix. 2006. “Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik.” *Journal of Common Market Studies* 44(3): 533-562.

- Moravcsik, Andrew. 2002. "In Defense of the Democratic Deficit: Reassessing Legitimacy in the European Union." *Journal of Common Market Studies* 40(4): 603-624.

Day 18: Tuesday, March 14th – Midterm II Due

Day 19: Thursday, March 16th

- NO OFFICIAL CLASS: GROUP WORK DAY #2

Friday, March 17th – Last day to drop a class or withdraw and only get a W as opposed to an F

Day 20: Tuesday, March 21st – Spring Break

- NO CLASS

Day 21: Thursday, March 23rd – Spring Break

- NO CLASS

PART VI: CULTURAL (DIS)INTEGRATION

Day 22: Tuesday, March 28th – Guest Speaker

- Read:
 - L&T Chapter 39: The UK: In or Out?

Day 23: Thursday, March 30th – Brexit

- Read:
 - Cameron, David. 2013. "Britain and the EU." Speech given at Bloomberg, London, January 26. <https://www.gov.uk/government/speeches/eu-speech-at-bloomberg>
 - Menon, Anand. 2016. "Uniting the United Kingdom: What Comes After Brexit." *Foreign Affairs* (on Canvas)

Day 24: Tuesday, April 4th – European Identity

- Read:
 - Fligstein, Neil, Alina Polyakova, and Wayne Sandholtz. 2012. "European Integration, Nationalism and European Identity." *Journal of Common Market Studies* 50(1): 106-122.
 - Ceka, Besir, and Aleksandra Sojka. 2016. "Loving It but Not Feeling It Yet? The State of European Identity After the Eastern Enlargement." *European Union Politics* 17(3): 482-503.

Day 25: Thursday, April 6th

- NO OFFICIAL CLASS: GROUP WORK DAY #3

Day 26: Tuesday, April 11th – Immigration Attitudes & Policy

- Read:
 - Dancygier, Rafaela M. 2010. "Conclusion." In *Immigration and Conflict in Europe*. New York: Cambridge University Press, 292-298. (on Canvas)

- ❑ Toshkov, Dimiter, and Elitsa Kortenska. 2015. “Does Immigration Undermine Public Support for Integration in the European Union?” *Journal of Common Market Studies* 53(4): 910-925.

Day 27: Thursday, April 13th – Immigration Attitudes & Policy, Cont’d

- ❑ Read:
 - ❑ Betts, Alexander. 2016. “The Elephant in the Room: Islam and the Crisis of Liberal Values in Europe.” *Foreign Affairs* (on Canvas)
 - ❑ Park, Jeanne. 2015. “Europe’s Migration Crisis.” *Council on Foreign Relations*. <http://www.cfr.org/refugees-and-the-displaced/europes-migration-crisis/p32874#share>
 - ❑ “Europeans Fear that Refugee Influx Raises Terror Threat.” *Euractiv.com*. July 12, 2016. <http://www.euractiv.com/section/elections/news/europeans-fear-that-refugee-influx-raises-terror-threat/>

Day 28: Tuesday, April 18th – Video Presentations of Group Policy Brief Project

- ❑ ALL GROUP PROJECTS DUE AT BEGINNING OF CLASS

Day 29: Thursday, April 20th – Critical Thinking, Part II

- ❑ Retake Insight Assessment’s California Critical Thinking Standardized Test (CCTST)

Day 30: Tuesday, April 25th – The Future of the EU

- ❑ COMPLETE COURSE EVALUATIONS ON CANVAS
- ❑ Read:
 - ❑ L&T Chapter 40: The Future
 - ❑ Menon, Anand. 2008. “Europe’s Unlovable Union.” In *Europe: The State of the Union*. Atlantic Press, p. 247-252. (on Canvas)
 - ❑ Hooghe, Liesbet, and Gary Marks. 2008. “European Union?” *West European Politics* 31(1-2): 108-129.

Day 31: Thursday, April 27th – Review for Final

- ❑ LAST DAY OF CLASS

FINAL EXAM:

Wednesday, May 3rd from 3:00-5:30pm

**PLEASE REMEMBER TO EMAIL ME ASAP
WITH ANY QUESTIONS OR CONCERNS!**

Looking forward to a great semester,
Dr. Curtis