

CONTESTING THE IDEA OF “EUROPE”

EURO 30003

University of Notre Dame

Spring 2020

Tuesday 11:00-11:50 | Geddes Hall B036



Clockwise from top left: Syrian migrants arrive near the Greek island of Lesbos; the roof of Notre-Dame de Paris burns; troops monitor a checkpoint in the Donbass region of Eastern Ukraine; Brexit protester stands outside Westminster Palace in London

“Europe today is a powder keg and the leaders are like men smoking in an arsenal ... a single spark will set off an explosion that will consume us all ...”

INSTRUCTOR INFORMATION

Instructors’ names, emails, and office hours are listed in order of the sessions that they will lead. Though it is not required, students are encouraged to let instructors know in advance if they plan to attend office hours so as to prevent time conflicts.

Jake Coen (21 and 28 Jan)

jcoen@nd.edu; Wednesday and Thursday 10:00-12:00, Decio Commons

Anna Vincenzi (4 and 11 Feb)

avincenz@nd.edu; TBC

Shinjini Chattopadhyay (18 and 25 Feb)

schattop@nd.edu; Monday 3:00-5:00, Decio Floor 2

Moritz S. Graefrath (3 and 17 Mar)

mgraefra@nd.edu; by appointment, 2020 Jenkins Nanovic Halls

Alec Hahus (24 and 31 Mar)

shahus@nd.edu; Monday 1:00-2:30, Political Science Graduate Student Lounge,
Jenkins Nanovic Halls, 2nd Floor

Clare O'Hare (7 and 14 Apr)

cohare@nd.edu; by appointment, Nanovic Institute, Jenkins Nanovic Halls

COURSE DESCRIPTION

The idea and identity of Europe as a geographical, political, and sociocultural unit has come under intense scrutiny in the opening decades of the twenty-first century. From the polarizing position of Post-Soviet Russia to the unfolding drama of Brexit and from the renascent tide of White nationalisms to the ongoing immigration “crisis” across the continent, the face of Europe as we know it today is changing at an unprecedented and even alarming rate. Drawing on insights from a variety of disciplines – including history, literature, law, and international relations – this seminar will engage different perspectives on what “Europe” means as a historical category, the consequences of contemporary socio- and geopolitical developments for this notion, and what the future of “Europe” as a concept may be. Centrally, this seminar will link these discussions with some of the most pressing contemporary European policy debates on nationalism and populism, immigration, the role of religion(s) in secular societies, and the future of the European Union while seeking to ground these issues in a *longue durée* understanding of European history and culture.

LEARNING GOALS

Through participation in this interdisciplinary seminar, students will:

- Gain competence to speak about Europe from both a historical standpoint and through engagement with contemporary issues
- Engage the theoretical and methodological toolkits of different disciplines within the humanities and the social sciences

- Critically engage with current social, political, cultural, legal, and economic developments on the continent
- Obtain competence to bridge the gap between the academy and policy communities by identifying real world problems, proposing provisional solutions, and presenting them in an accessible fashion
- Develop nuanced reading habits to insightfully engage with disparate information sources ranging from newspaper articles to scholarly papers
- Reflect on interconnections between course content and lectures and other events hosted by different institutes across campus

COURSE REQUIREMENTS

Attendance and Participation (30%): Every student is expected to be prepared to discuss the assigned readings. The reading list combines secondary literatures with newspaper articles and other contemporary media (film, photography, etc.). We count on you to engage in lively discussions by, for instance, asking clarifying questions and sharing your reaction to the pieces we read. Attendance at every session is mandatory. Furthermore, we encourage you to attend the *Second Annual Nanovic Institute for European Studies Conference: Contesting the Idea of "Europe"* on 27 March 2020.

Two Response Memos (10% each): Every student is expected to attend two on-campus lectures pertaining to themes discussed in the seminar and reflect on each lecture's content in a response memo (250 words max.). The two lectures must not be hosted by the same institute. Eligible are lectures organized by, amongst others, the Nanovic Institute for European Studies, the Kellogg Institute for International Studies, the Ansari Institute for Global Engagement with Religion, the Klau Center for Civil and Human Rights, the Medieval Institute, or the Notre Dame International Security Center.

Policy Memo (50%): In groups or pairs, students will draft a memo on any contemporary European policy issue. They are expected to engage with the historical as well as contemporary context and offer suggestions to policy makers on how best to address the topic under consideration. Students will present their memos (5-8 pages, double-spaced, 12pt font, 1 inch margins) to the class at the end of the semester. They are expected to turn in a brief topic proposal and a 1-2 page summary of the relevant historical context by the middle of the semester (6 March at the latest).

Grading Scale									
A	A-	B+	B	B-	C+	C	C-	D	F
93%- 100%	90%- 92%	86%- 89%	81%- 85%	77%- 80%	74%- 76%	71%- 73%	66%- 70%	60%- 65%	0%- 59%
Exceptional	Outstanding	Very good	Good	More than acceptable	Acceptable	Mostly acceptable	Minimally acceptable	Minimally passing	Failure

CLASS STRUCTURE

Although each instructor will seek to bring theoretical and pedagogical techniques specific to their own discipline into the classroom, the general structure of our class sessions will combine time for lecture and discussion. Broad ideas and background will be provided by instructors in order to facilitate class discussions of assigned texts, though some sessions may also incorporate brief written assignments as well as engagement with various visual media (photographs, film, etc.). The class will spend one session on a “field trip” to the Snite Museum in order to engage with the material in a more hands-on way, to explore the value of different kinds of media and artistic expression in discussions of history and politics, and to introduce students to the Snite’s impressive collection.

COURSE POLICIES

Diversity: We share a responsibility to maintain a campus free of discrimination, including any form of harassment. As your instructors, we will strive to create an environment in our classroom that welcomes all people regardless of sex, gender, ethnicity, religion, race, age, ability, or sexual orientation. If you feel this standard of welcome is not being met, please contact us.

Decorum: You are not required to agree with your classmates or your instructors. You are however expected to be courteous, and your participation should demonstrate your understanding of a productive and civil rhetoric: careful listening, thoughtful acknowledgement of perspectives, and ethically constructed counterclaims that focus on the quality of the argument and not on the perceived value of the person making it.

Academic Honesty/Plagiarism: As righteous scholars and members of the Notre Dame community, we pledge not to participate in or tolerate academic dishonesty. All your work

as a part of the course should be your own and will be governed by the University of Notre Dame Academic Code of Honor (honorcode.nd.edu).

Attendance: Regular attendance demonstrates your earnest commitment to the course. Therefore, unexplained absences will affect your grade adversely. However, there might be unavoidable circumstances where you might involuntarily miss a class. So, you are allowed two unexcused absences per semester. Five unexcused absences will result in failure of the course. Each additional absence beyond those that are officially “excused” will result in a ½ letter grade deduction to your final grade (for example, with three unexcused absences a final grade of B becomes a B-).

Tardies: Arriving on time ensures smooth conduct of the class. Please make an effort to arrive within five minutes of class start time to avoid your grade being adversely affected. Being late for more than five minutes for four classes or more will result in one unexcused absence.

Late Work: Observing deadlines helps one to become meticulous and inculcate skills essential for a professional life. Extension requests will be evaluated individually as long as they are communicated at least 24 hours before the deadline, except under unusual or extraordinary circumstances. Late essays and projects for which no extension is requested will be accepted for four days after the deadline with a 5% deduction per day.

Grading: If you have queries about your evaluations please feel free to talk to the instructors. For such meetings please bring copies of the feedback supplied and the drafts in which you had incorporated them and we will explain in detail why we have assigned you the grade. However, be aware that such a meeting will seldom lead to a change of grade.

Technology: We would urge you to use technology and connectivity responsibly and only for the course material during class time. Please do not use cell-phones in class.

CLASS SCHEDULE AND READINGS

Please note that this schedule is tentative and subject to change. The most current version of the calendar will be maintained on our course website.

14 Jan: **Introductions / What is Europe?**

- No assigned readings.

21 Jan: **The Birth (?) of Europe**

- Hubert Filser, "Karl der Große und die Gicht", *Süddeutsche Zeitung* (Munich), 8 Dec. 2018 [IN TRANSLATION]
- Laurent Joffrin, "Charlemagne, grand-père de l'Europe unie", *Libération* (Paris), 29 Apr. 2019 [IN TRANSLATION]

28 Jan: **The Rise of Nation-States: The Maid of Orléans, The Hammer of the Reformation, and The Politics of Medieval Soup**

- Martyn Andrews, "Recipe for disaster: BBC adds politics & history to borscht and serves it up to add more bitterness to Russia-Ukraine relations", *Russia Today* (Moscow), 17 Oct. 2019
- Jordan Minzter, "'Joan of Arc' ('Jeanne') review", *Hollywood Reporter* (Los Angeles), 8 May 2019
- Billy Perrigo, "Martin Luther's 95 Theses Are 500 Years Old. Here's Why They're Still Causing Controversy", *Time* (New York), 31 Oct. 2017

4 Feb: **Ideas of Europe in the Age of the Enlightenment**

- Larry Wolff, "Imagining Eastern Europe: Fiction, Fantasy, and Vicarious Voyages," in *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment* (Stanford.: Stanford University Press, 1994), 89-95.

11 Feb: **The Invention of Tradition and Nationalism**

- Hobsbawm, Eric J., "The Invention of Tradition," in *The Invention of Tradition* (Cambridge, UK: Cambridge University Press, 1983), 1-6.
- Bill Coles, "Book Review: Checkered Tartan. A skeptical look at the underpinnings of Scottish pride," *The Wall Street Journal*, July 26, 2008.

18 Feb: Nationalism in Europe in the first half of the Twentieth Century

- Hobsbawm, Eric J. "The Apogee of Nationalism 1918-1950." In *Nation and Nationalism since 1780: Programme, Myth, Reality* (Cambridge: Cambridge University Press, 1990), 131-150.

25 Feb: Cosmopolitanism in Europe

- Joyce, James. "The Dead." In *Dubliners*. Edited by Robert Scholes and A. Walton Litz (New York: Penguin Books, 1996), 175-224.

3 Mar: The Origins and Future of NATO

- Barry R. Posen, "Trump Aside, What's the U.S. Role in NATO?," *The New York Times* (New York), March 10, 2019.
- Charles Kupchan, "NATO is Thriving in Spite of Trump: Adversity Has Made the Alliance Stronger," *Foreign Affairs*, March 20, 2019.

6 Mar: Policy Memo Topic Proposal/Historical Context Review due by 5:00 PM

10 Mar: No Class – enjoy Spring Break!

17 Mar: The Origins and Future of the European Union

- Sebastian Rosato, "Europe's Troubles: Power Politics and the State of the European Project," *International Security*, Vol. 35, No. 4 (2011), pp. 45-86.

24 Mar: Russia and the European Union

- Kathleen McNamara, "The EU After Ukraine: European Foreign Policy in the New Europe," *Foreign Affairs*, March 4, 2014.
- John Mearsheimer, "Why the Ukraine Crisis Is the West's Fault: The Liberal Delusions That Provoked Putin," *Foreign Affairs*, September/October, 2014.
- Doug Bandow, "The Case for a European Nuke: Why the Continent Needs Its Own Deterrent," *Foreign Affairs*, March 27, 2017.

27 Mar: Second Annual Nanovic Institute for European Studies Conference (1050 Jenkins & Nanovic Halls)

31 Mar: **China and the European Union**

- Nicola Casarini, "A New Era for EU-China Relations? How They Are Forging Ahead Without the United States," *Foreign Affairs*, June 6, 2017.
- Andrew Small, "Why Europe is Getting Tough on China: And What It Means for Washington," *Foreign Affairs*, April 3, 2019.
- Julianne Smith and Torrey Taussig, "The Old World and the Middle Kingdom: Europe Wakes Up to China's Rise," *Foreign Affairs*, September/October, 2019.

7 Apr: **Human Rights in Europe: The European Court of Human Rights and the Courts of Justice of the European Union**

- The UK in a Changing Europe, "What's the difference between the European Convention on Human Rights, the European Court of Human Rights and the European Court of Justice?"
<https://ukandeu.ac.uk/fact-figures/whats-the-difference-between-the-european-convention-on-human-rights-the-european-court-of-human-rights-and-the-european-court-of-justice/#>
- Martin Kuijer, "The challenging relationship between the European Convention on Human Rights and the EU legal order: consequences of a delayed accession," *The International Journal of Human Rights*, 2018, DOI: 10.1080/13642987.2018.1535433

14 Apr: **Europe and Colonial Legacies**

- Appiah, Kwame Anthony. "Whose Culture Is It? (Repatriation of Indigenous Cultural Objects in Foreign Museums)." *The New York Review of Books* 53, no. 2 (2006): 38-41.
- John R. Bowen, Keynote Address, *How Could English Courts Recognize Shariah?*, 7 U. St. Thomas L.J. 411 (2010); ***section III, pp. 415-418 only.***

21 Apr: **Student Presentations**

28 Apr: **Wrap-Up**

- No readings assigned.

1 May: **Policy Memo due by 5:00 PM**