

Carleton University
Winter 2014
Institute of European, Russian and Eurasian Studies

EURR 4003/5003
Social and Political Perspectives in Europe
Tuesday 14:35 - 17:25
TB 219

Instructor: Daniel Preece
Office: B642 Loeb
Office hours: Tuesday 1:00-2:00 pm and Thursday 4:30-5:30
Phone: (613) 520-2600 x 1422
Email: daniel.preece@carleton.ca
Twitter: @dvpreece

COURSE DESCRIPTION:

The purpose of this course is to examine contemporary social and political change in Europe and the key issues facing European societies within the context of deepening European integration and globalization. In particular, this course will focus on questions of identity, social inclusion/ exclusion, migration, gender, governance, and changing nature of employment. The context of our discussions will be current processes of European integration, but with an eye to understanding social and political linkages between developments within individual nation-states, globalization, and European integration processes. The assumption of the course is that European integration has a significant impact on people but also that social forces help shape the direction of the European integration project.

As an advanced seminar focusing on contemporary social and political change in Europe, this course has three overlapping objectives:

- First, students will analyse how various social and political forces, both national and international, have addressed the challenges facing the European societies and how this interplay has influenced socio-economic governance in Europe.
- Second, students will learn to apply a critical and multilevel perspective in order to understand how European governments are reconciling the competing pressures of social welfare, diversity, and participatory governance.
- Third, students will engage in discussion and debate that will emphasize critical thinking and critical analysis to enable students to develop their own perspectives on major social and political issues facing European societies.

REQUIREMENTS AND EVALUATION:

- **Class Participation:** 20% of course grade

The course is a seminar course; it therefore requires each and every student to complete all of the readings, and to come to class prepared to discuss these readings through questions and comments. The participation grade for the course will be used to measure the quantity and quality of your contribution to the seminars.

To help you obtain the highest possible grade for your participation, I have devised a seminar preparation checklist and some guidelines below:

Seminar Preparation

While reading the literature, you should think about the following four-step analytical exercise in order to transcend simple reiteration of the text and move toward synthesizing the analytical concepts/ frameworks presented in the reading:

1. Have I identified the main argument and themes in the readings?
2. Have I sought to make sense of the problem in reference to the different theoretical frameworks identified in this class and the arguments presented by the readings from other weeks?
3. Have I thought through the issues posed by different authors in the weekly readings? Do they support, oppose, or contradict each other? Is there one reading that I agree with more extensively? Why?
4. Why do I reject or support the position of the author(s)? Keep in mind that you should be able to substantiate your position in the seminar by identifying empirical and/ or analytical weaknesses/ contradictions.

Seminar Participation

During the seminar, you should ensure that you are meeting the following four points:

1. Is my contribution simply an opinion, or a defensible position based upon the required readings and/ other academic writing? Failing to ground your questions or concerns with the argument presented in the readings will not result in high 'participation grades.'
2. Have I attempted to engage with the questions and issues raised by other students in the seminar?
3. Have I ensured that my participation is civil and that I have treated other members of the class with respect?
4. Am I keeping an open mind to arguments and interpretations that differ from mine?

- **Weekly Response Papers:** 15% of course grade

Response papers are intended to prepare the class for effective discussions by requiring participants to set out their initial responses to the readings in written form. Response papers should not simply summarize the content of the readings, but may take up specific arguments, compare the positions of different authors, raise questions of evidence, or draw attention to particular strengths and weaknesses in the texts. In other words, the responses should answer one (or more) of the four seminar preparation questions list above. In addition, response papers must also include at least one discussion that could be used to open up the debate during the seminar. The weekly response paper should be no longer than one page and each paper will be shared using the class email list, eur4003-5003@lists.carleton.ca. In order for everyone to have time to read over each other's comments and to enable the seminar facilitator to take your thoughts into account, the weekly papers will be due on email by **2:30 PM on the Monday before the relevant class**.

- **Seminar Facilitation:** 15% of course grade

Based upon the weekly response papers and the weekly readings, each student, either alone or with one other person, will be responsible for facilitating the discussion in the seminars. Please note, students are not supposed to prepare a 'presentation' that

summarizes the readings for their week nor are they expected to do additional research—the goal is to adopt a leadership role in the seminar and guide the discussion. In particular, the student assigned for each week will be required to synthesize the weekly response papers for their seminar, highlight the key themes in the readings, and plan the structure for the seminar. As well, you should draw upon the discussion questions provided by other students, as well as develop your own if needed, to help launch and structure the discussion in class. You are welcome (and strongly encouraged) to consult with me earlier – by email or in person – about your plans.

• **Research Paper Proposal:** 15% of course grade

Each student is responsible for writing a substantial research paper that examines a contemporary issue of social and political change in Europe. In addition, each student must also submit a research proposal that outlines the topic of his/her research essay and the audience for their research. While students may choose any topic for their research paper, they are strongly encouraged to discuss their proposed topic with the instructor as they develop their proposal.

As a component of the research proposal, each student must identify which academic journal will serve as the audience for his/ her research paper and write their essay in light of the submission guidelines of the journal. In other words, this assignment is oriented towards introducing students to the publication process and enabling students to submit their manuscripts following the conclusion of the class.

While students may select any journal for their audience, I have provided a selection of possible journals for you to consider (* indicates a graduate student journal and ** indicates an undergraduate student journal):

- Canadian Journal of Political Science: <http://www.cpsa-acsp.ca/cjps.shtml>
- Journal of Common Market Studies: [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-5965](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-5965)
- European Societies: <http://www.tandf.co.uk/journals/routledge/14616696.html>
- European Union Politics: <http://eup.sagepub.com/>
- Journal of European Public Policy: <http://www.tandf.co.uk/journals/titles/13501763.asp>
- Journal of Contemporary European Research*: <http://www.jcer.net/index.php/jcer>
- Journal of Politics & Society**: <http://helvidius.org>
- Journal of Public and International Affairs*: <http://www.princeton.edu/jpia/index.xml>
- Review of European and Russian Affairs*: <http://www6.carleton.ca/rera/>
- The Troika Undergraduate Journal**: <http://troika.berkeley.edu>
- West European Politics: <http://www.tandf.co.uk/journals/titles/01402382.asp>

The objective of this exercise is to help students organize the research papers and receive feedback on the essay prior to its submission. The research proposal should be approximately eight pages, double-spaced, 12 pt font and 1 inch margins. Ensure that all quotations and references are properly formatted with the necessary bibliographical information. The research proposal must include the following information:

- The provisional title of your paper.
- The research question(s) that your paper will address.
- A working thesis statement.

- A projected outline of your paper that provides a brief description of its main sections.
- A summary of the submission guidelines of the journal you have chosen.
- An assessment of editorial orientation of the journal you have chosen, including a review of recently published articles in the journal and how your proposed topic fits within its editorial scope.
- A literature review of existing research on your broad topic that includes at least 8 academic sources (i.e. peer-reviewed books or journal articles and not newspapers/ magazines or non-academic websites).

The research paper proposal is due in class on **February 25**.

- **Research Paper:** 35% of course grade

The research essay will build and elaborate on the topic selected in the proposal, with appropriate consideration of any changes recommended by the instructor. Each essay should be formatted according to the submission guidelines of the journal you identified in your research paper proposal. Papers will be evaluated on form (grammar, syntax, and presentation), content (use of relevant, original, and current material) and analysis (nuance, balance, and critical assessment).

The research paper is due in class on last day of class (**April 8**).

OTHER INFORMATION:

Submission of assignments: All assignments must be submitted in class and I will not accept faxes or email attachments of any assignments.

Late assignments: It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not also explain this lack of communication, then you should be prepared to be penalized by one grade per day (e.g. an assignment that would have received a grade of A-, but was two days late, will instead receive a grade of B), including weekends. Justified lateness includes, among others, sickness and death in the family and you will have to submit proper medical or other professional documentation with the late work.

LECTURE SCHEDULE AND ASSIGNED READINGS:

Week 1 (Jan 7) Social and Political Transformations in Europe

Week 2 (Jan 14) The Construction of “Social Europe”

- Baimbridge, Mark, Philip B. Whyman, and Andrew Mullen. 2012. “European Social Policy: Constructing a European Social Model and Defending the European Model of Society?” *The Political Economy of the European Social Model*. London: Routledge.
- Preece, Daniel V. 2009. “Chapter 3: Creating and Dismantling Social Europe” *Dismantling Social Europe: The Political Economy of Social Policy in the European Union*. Boulder: Lynne Rienner, pp. 43-64. [HN373.5 .P74 2009](#).

Wincott, Daniel. 2005. "The Idea of the European Social Model: Limits and Paradoxes of Europeanization," in Kevin Featherstone and Claudio M. Radaelli, eds, *The Politics of Europeanization*. Oxford: Oxford University Press, pp. 279-302. [JN30 .P578 2003](#).

Week 3 (Jan 21) Welfare Models in Europe

Arts, Wilhelmus Antonius and John Gelisse. 2002. "Three worlds of welfare capitalism or more? A state-of-the-art report" *Journal of European Social Policy* 12(2): 137-158.

Kleinman, Mark. 2002. "Chapter 2: One Social Model or Many?" *A European Welfare State? European Union Social Policy in Context*. New York: Palgrave Macmillan, pp. 28-58. [HN373.5 .K54 2002](#).

Rhodes, Martin. 2005. "'Varieties of Capitalism' and the Political Economy of European Welfare States" *New Political Economy* 10(3): 363-370.

Week 4 (Jan 28) Social Inclusion/ Exclusion and the Social Welfare State

Annesley, Claire. 2007. "Lisbon and Social Europe: Towards a European 'Adult Worker Model' Welfare System" *Journal of European Social Policy* 17(3): 195-205.

Böhnke, Petra. 2008. "Are the poor socially integrated? The link between poverty and social support in different welfare regimes" *Journal of European Social Policy* 18(2): 133-150.

Copeland, Paul and Mary Daly. 2012. "Varieties of poverty reduction: Inserting the poverty and social exclusion target into Europe 2020." *Journal of European Social Policy* 22(3): 273-287.

Week 5 (Feb 4) European Integration, Globalization, and Employment

Auer, Peter. 2010. "What's in a Name? The Rise (and Fall?) of Flexicurity," *Journal of Industrial Relations* 50(3): 371-386.

Dean, Mitchell. 2007. "Governing the Unemployed Self in an Active Society" in Ritu Vij, ed. *Globalization and Welfare: A Critical Reader*. Palgrave MacMillian, pp. 212-230.

Van Rie, Tim and Ive Marx. 2012. "The European Union at Work? The European Employment Strategy from Crisis to Crisis" *Journal of Common Market Studies* 50(2): 335-356.

Week 6 (Feb 11) Europeanizing Gender

Macrae, Heather. 2010. "The EU as a Gender Equal Polity: Myths and Realities" *Journal of Common Market Studies* 48(1): 155-174.

Stratigaki, Maria. 2004. "The Cooptation of Gender Concepts in EU Policies: The Case of 'Reconciliation of Work and Family'" *Social Politics* 11(1): 30-56.

Weiner, Elaine. 2009. "Dirigism and Déjà Vu Logic: The Gender Politics and Perils of EU Enlargement." *European Journal of Women's Studies* 16(3): 211-228.

Week 7 (Feb 18) Reading Week (No Class)

Week 8 (Feb 25) Migration and Social Inclusion

Hansen, Peop and Sandy Brian Hager. 2010. "Chapter 3: A Citizens' Europe for Whom? Social Citizenship, Migration, and the Neoliberal Relaunch of European Integration

- (1980–1995)” *The Politics of European Citizenship: Deepening Contradictions in Social Rights and Migration Policy*. New York: Berghahn Books, pp. 58-92. [JN40 .H36 2010](#).
- Morris, Lydia. 2002. “A Cluster of Contradictions: The Politics of Migration in the European Union,” *Managing Migration: Civic Stratification and Migrants Rights*. New York: Routledge, pp. 10-27. [JV7590 .M67 2002](#).
- Schierup, Carl-Ulrik, Peop Hansen and Stephen Castles. 2006 “The ‘Migration Crisis’ and the Genesis of Europe’s New Diversity,” *Migration, Citizenship, and the European Welfare States*. Oxford: Oxford University Press, pp. 21-47. [JC479 .S35 2006](#).

Week 9 (Mar 4) Managing Migration and Diversity in Europe

- Kitagawa, Shinya. 2011. “Geographies of Migration Across and Beyond Europe: The Camp and the Road of Movements,” in Luiza Bialasiewicz, ed, *Europe in the World: EU Geopolitics and the Making of European Space*. Burlington: Ashgate, pp. 201-222. [JZ1570.A5 E9714 2011](#).
- Romaniszyn Krystyna, 2003. “Migration, Cultural diversification, and Europeanisation,” in Willfried Spohn and Anna Triandafyllidou, eds, *Europeanisation, National Identities and Migration*. New York: Routledge, pp. 99-120. [D1056 .E9654 2003](#).
- Walters, William. 2010. “Imagined Migration World: The European Union’s Anti-Illegal Immigration Discourse,” in Martin Geiger and Antoine Pécoud, eds, *The Politics of International Migration Management*. New York: Palgrave Macmillan, pp. 73-95. [JV6271 .P67 2010](#).

Week 10 (Mar 11) National Identity and European Citizenship

- Lähdesmäki, Tuuli. 2012. “Rhetoric of unity and cultural diversity in the making of European cultural identity” *International Journal of Cultural Policy* 18(1): 59-75.
- Liebert, Ulrike. 2007. “The European Citizenship Paradox: Renegotiating Equality and Diversity in the New Europe.” *Critical Review of International Social and Political Philosophy* 10(4): 417-441.
- Maas, Willem. 2007. “The Evolution of EU Citizenship,” in Kathleen McNamara and Sophie Meunier, eds., *Making History: European Integration and Institutional Change at Fifty*. Oxford: Oxford University Press, pp. 231-245.

Week 11 (Mar 25) Representation and Participation in Europe

- Chabanet, Didier. 2011. “Protest in the EU: a Path toward Democracy” in Joan DeBardeleben and Achim Hurrelmann, eds. *Transnational Europe: Promise, Paradox, Limits*. New York: Palgrave Macmillan, pp. 95-113. [JN15 .T725 2011](#).
- della Porta, Donatella and Manuela Caiani. 2008. “Europeanization From Below? Social Movements and Europe” *Mobilization: A International Quarterly* 12(1): 1-20.
- Norris, Pippa. 2011. “Political Activism,” in Erik Jones et al, eds., *Developments in European Politics Two*. New York: Palgrave Macmillan, pp. 100-119. [JN15 .D455 2011](#).

Week 12 (Apr 1) Democratic Deficits in the European Union

- Bellamy, Richard. 2010. “Democracy without Democracy? Can the EU’s Democratic ‘Outputs’ be Separated from the Democratic ‘Inputs’ Provided by Competitive Parties and Majority Rule?” *Journal of European Public Policy* 17(1): 2-19.

- DeBardeleben, Joan and Achim Hurrelmann. 2009. "Democratic Dilemmas in EU Multilevel Governance: Untangling the Gordian Knot" *European Political Science Review* 1(2): 229-247.
- Habermas, Jürgen. 2012. "The Crisis of the European Union in the Light of a Constitutionalization of International Law" *European Journal of International Law* 23(2): 335-348.

Week 13 (Apr 8) Creating European Citizens in 'Post-National' Europe

- Dunn, Elizabeth C. 2005. 'Standards and person-making in east-central Europe.' In Aihwa Ong and Stephen Collier eds. *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*. Oxford, UK" Blackwell Publishing, pp. 173-193. [HM831](#)
[.G566 2005](#)
- Hager, Sandy Brian. 2009. "'New Europeans' for the 'New European Economy': Citizenship and the Lisbon Agenda," in Baastian van Apeldoorn, Jan Drahokoupil, and Laura Horn, eds, *Contradictions and Limits of Neoliberal European Governance: From Lisbon to Lisbon*. New York: Palgrave MacMillian, pp. 106-124. [JC574](#) [.C656 2009](#).
- Keating, Avril. 2009. "Educating Europe's citizens: moving from national to post-national models of educating for European citizenship" *Citizenship Studies* 13(2): 135-151.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **(November 11, 2011 for fall term examinations and March 7, 2012 for winter term examinations)**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.