Syllabus
PS 341 - Politics of Western Europe and the EU:
History and Politics of European Integration

e-campus: Winter 2020

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Syllabus Version 11.0 – 01/03/2020 – living syllabus / subject to change

1. Course Introduction

This course is an introduction to the history and politics of the European Union. Topics to be covered include the history of ideas of unification, the historical backdrop of European integration, specific issues and challenges for the integration process, such as European security, transatlantic ties, economic motives, European institutions, politics, challenges of Eastern enlargement, as well as current issues of the day.

The principal goal is to develop an understanding of the complex history of the European integration process, to be able to theorize such processes, in order to comprehend past and present policy challenges.

This course fulfills the Baccalaureate Core requirement for the Contemporary Global Issues category. It does this by examining the origins, historical contexts, and implications of contemporary European politics, and inviting students to critically and interdisciplinarily reflect upon how these discussions continue to shape our understanding of integration theory, as well as contemporary politics and culture.

2.   Simplified Syllabus for Overview – Details Below

UNIT 1: HISTORICAL BACKGROUND

❖   *Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation). Post to the discussion board during the relevant week when you can, I allow for maximum flexibility.*

❖   *Assignment 2: Present one Text of your choice in the week the text is assigned (5 points)*

Week 1:   *"Europe" As Idea and Reality. Historical Overview. Texts by Gary Marks, Peo Hanssen et al., and Matthias Matthijs.*

Week 2:   *Leagues and Nations. Texts by Benedict Anderson and Patrick J. Geary*

UNIT 2: BEGINNINGS OF EUROPEAN INTEGRATION

Week 3:   *Between Empires. Texts by Vittorio Hösle, Harald Müller, Robert Cooper and Helmut Schmidt*

Week 4:   *European Identity. Texts by Martin Marcussen et al., Richard Coudenhove-Kalergi, Fabrice Larat, Anthony Smith, Cris Shore and Bo Stråth*

UNIT 3: MECHANISMS OF EUROPEAN INTEGRATION

Week 5:   *European Economy & Defense. Texts by Armin Rappaport, Paul-Henri Spaak, William Hitchcock, Diane Kunz, Geir Lundestad, Anne Deighton, Ferald Bryan*

❖   *Assignment 3: Response Essay "European Identity" due Monday of Week 5, by 8 PM PT; via Canvas and e-mail to philipp.kneis@oregonstate.edu (10 points)*

Week 6:   *Integration and Its Discontents. Texts by Timothy Garton Ash, Craig Parsons, Montserrat Guibernau, Antje and Thomas Dietz*

UNIT 4: CURRENT ISSUES

Week 7:   *A Growing Union. Texts by Frank Schimmelpfennig, Heather Grabbe, Marcin Krol, Gerhard Wagner*

Week 8:   *Debating the "Democratic Deficit". Texts by Giandomenico Majone, Andrew Moravcsik, Andreas Føllesdal and Simon Hix, and Richard Katz*

UNIT 5: STUDENT RESEARCH

Week 9:   *A Crisis For Europe? A selection of various texts to aid your research brainstorming*

❖   *Assignment 4: Research Presentations (10 points)*

Week 10:   *Own Research for Paper (Dead Week)*

Week 11:   *Submit Your Paper (Finals Week):*

❖   *Assignment 5: Final Research Paper on Topic of your Choice, Based on your Research Presentation. Due Monday of Finals Week, by PM PT via Canvas and e-mail to philipp.kneis@oregonstate.edu (15 points)*

Total Points: 50

3.   Course Philosophy & Policies

The **main objective** of this course is to foster critical thinking on the basis of increased domain knowledge and advanced theoretical reflections on the topic of the class. The readings offered are academic articles or political documents. **Assignments** in this class are meant to develop student research, and critical reflection and discussion of the topic. Students are required to conduct own research and participate actively in the discussion in order to create a peer learning community.

General Guidelines:

- You are required to **read this syllabus in full**. Please direct any questions directly to the instructor in person or via e-mail. Please also monitor announcements in case the schedule needs to change.
- Typically, **following all instructions** will lead to successful participation in class. For more detail, see below for the schedule, as well as on p. 11 for descriptions of assignments, and p. 17 for student learning outcomes.
- A seminar thrives on the regular participation of every single member of the group. You are expected to participate actively in the discussions, and you should feel free to do so. **This is a place to learn, not a place to be perfect.** You do not need to be intimidated. Everyone is in the same boat.
- **Respect your fellow students**. Everybody should feel safe to be as honest as possible. People are indeed able to **see things differently**, even though they have the same facts. If somebody makes what could be seen a mistake, be patient and understanding. Focus any **critique** on the argument and the issue, not on the person making the statement. We are all learning, and we will never be perfect.
- Language skills should not distract from your message. I do not grade language and style per se, but if writing mistakes distract too much from your argument, so that any reasonable reader would have difficulties understanding it, your grade may be affected. Writing is difficult for everyone, and takes years of practice and skill. Feel free to ask for help if you feel that your writing needs improvement. The **Writing Center** provides students with a free consulting service for their writing assignments, see http://cwl.oregonstate.edu/owl.php.
- In the case that I feel **attendance and reading progress** are below reasonable expectations, I reserve the right to do a quiz in order to check on reading progress.

Discussions:

- With regard to the online discussion forum: **Student participation in the discussions** tends to go down with strong instructor presence. Therefore I will limit my contributions. I will respond whenever I feel there is a need to correct or add something, or when participation is low.
- For every assignment aimed at the group (text presentation, research presentation), there is also a mandatory **Q&A** component, which will be considered when grading.
- **Regular participation** in the class is mandatory.

Communication with Instructor:

- **Please let me know in advance** if you cannot complete assignments on time. We will find a way.
- Please send your response essay and final paper to the instructor via e-mail directly, to preempt technical issues with the online class system.
- Please feel free to contact me about any aspect of the course, or your performance. Let me know as soon as possible if there are any issues that might need my immediate attention. I'm always willing to learn myself, and improve the class whenever necessary.

4. Schedule

UNIT 1: HISTORICAL BACKGROUND

European integration has not happened in a historical vacuum. In order to understand current political trends within Western Europe and the EU, it is thus helpful to gain an understanding of the historical background of what constitutes "Europe."

❖ *Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation). Post to the discussion board during the relevant week when you can, I allow for maximum flexibility.*

❖ *Assignment 2: Present one Text of your choice in the week the text is assigned (5 points)*

Week 1: "Europe" As Idea and Reality	*January 6-12*

Introduction: What is Europe?

Introduction to the Seminar, Identification of Key Issues, Initial Discussion

Guiding Discussion Questions:

What is "Europe"?

On what levels does "Europe" exist (e.g. geography, history, etc.)?

How is that relevant?

Activities:

Work through the introductory PowerPoints and Lectures

Write your first introductory discussion points

Select the texts you would like to present

Materials:

MICRO-LECTURE 1: Major Themes of the Seminar

MICRO-LECTURE 2: What is "Europe"

PPT 1:   The European Space Since Antiquity.
            Early Cultures Around the Mediterranean: Historical Overview

PPT 2:   European Unity and Disunity. From Roman Ecoumene to Fragmentation. Guiding Ideas:
            Translatio Imperii, Religion, Nationalism

Texts to be Read by all:

1.   Marks, Gary. "Europe and Its Empires: From Rome to the European Union." *Journal of Common Market Studies* 50.1 (2012): 1–20.

2.   Hanssen, Peo, Stefan Jonsson. "Imperial Origins of European Integration and the Case of Eurafrica: A Reply to Gary Marks' 'Europe and Its Empires.' " *Journal of Common Market Studies* 50.1 (2012): 1028–1041.

3.   Matthijs, Matthias. "Europe after Brexit: A Less Perfect Union." *Foreign Affairs* 96:1 (January/February 2017): 85-95.

| *Week 2: Leagues and Nations* | *January 13-19* |

Guiding Discussion Questions:

How is the process of European integration inspired by historical leagues and federations?

What is a nation state, how is a nation state conceptualized?

What possible concepts exist for unifying nation states?

Activities:

Research the following political entities: Delian League (477-404 BC), Hanseatic League (1159-1862, approx.), German Customs Union (1834-1919), League of the Haudenosaunee/Iroquois (since 16th century or earlier), and review the process of the founding of the United States of America. What were the motives and levels of cooperation? What brought their downfall, or created a crisis?

Text presentations

Continue with the discussion

Materials:

MICRO-LECTURE 3: Integration and the Nation State

Texts to be Presented:

1. Anderson, Benedict. *Imagined Communities. Reflections on the Origin and Spread of Nationalism.* London, New York: Verso, 1983. 1-46.

2. Geary, Patrick J. *The Myth of Nations. The Medieval Origins of Europe.* Princeton: Princeton UP, 2002. 1-40.

UNIT 2: BEGINNINGS OF EUROPEAN INTEGRATION

We will look at the historical moment of the end of World War II, which sees the beginnings of European integration, and the (re-)creation of Western Europe as a political and economic entity. The role of the U.S. therein will be reviewed. Furthermore, attempts to subsume national identities under a pan-European identity will be assessed.

| *Week 3: Between Empires* | *January 20-26* |

Guiding Discussion Questions:

How is the process of European integration inspired by historical and contemporary imperial actors?

What is the impact of World War II?

Activities:

Work through the PowerPoint

Text presentations

Continue with the discussion

Develop thoughts on your response paper on "European Identity" due Week 5

Materials:

PPT 3:   The End of the European Empires
            Europe in/and the world after World War II

Texts to be Presented:

1. Hösle, Vittorio. "The European Union and the U.S.A.: Two Complementary Versions of Western 'Empires'?". In: *Symposium (Canadian Journal of Continental Philosophy / Revue canadienne de philosophie continentale)* 14: 1 (2010): 22-51.

2. Müller, Harald. "A Theory of Decay of Security Communities with an Application to the Present State of the Atlantic Alliance." *Institute of European Studies, UC Berkeley.* 2006. http://escholarship.org/uc/item/95n4b4sp.

3. Cooper, Robert. "Integration and Disintegration." *Journal of Democracy* 10.1 (1999): 8-21.

4. Schmidt, Helmut. "Miles to Go: From American Plan to European Union." *Foreign Affairs* 76.3 (May-Jun 1997): 213-221.

Week 4: European Identity	*January 27-February 2*

Guiding Discussion Questions:

Is there a European identity?

Is a European identity necessary for European integration?

Activities:

Text presentations

Continue with the discussion

Texts to be Presented:

1. Marcussen, Martin, Thomas Risse, Daniela Engelmann-Martin, Hans Joachim Knopf and Klaus Roscher. "Constructing Europe? The Evolution of French, British and German Nation State Identities." *Journal of European Public Policy* 6:4 (1999, Special Issue): 614-33.

2. Coudenhove-Kalergi, Richard. "The Pan-European Outlook." *International Affairs (Royal Institute of International Affairs 1931-1939)* 10.5 (Sep., 1931): 638-651.

3. Larat, Fabrice. "Present-ing the Past: Political Narratives on European History and the Justification of EU Integration." *German Law Journal* 6.2 (2005): 273-290.

4. Smith, Anthony D. "National Identity and the Idea of European Unity." *International Affairs (Royal Institute of International Affairs 1944-)* 68.1 (Jan. 1992): 55-76.

5. Shore, Cris. "Inventing the 'People's Europe': Critical Approaches to European Community 'Cultural Policy.'" *Man, New Series* 28.4 (Dec. 1993): 779-800.

ADDITIONAL TEXT (not mandatory):

6. Stråth, Bo. "Methodological and Substantive Remarks on Myth, Memory and History in the Construction of a European Community." *German Law Journal* 6.2 (2005): 255-271.

UNIT 3: MECHANISMS OF EUROPEAN INTEGRATION

Now that the historical background has become clearer, we will investigate the key structural elements at the core of European integration. Central themes that we will follow are defense, economy, and identity. While reviewing aspects of the historical events, we will already look towards contemporary challenges and conflicts.

Week 5: European Economy & Defense	*February 3-9*

Guiding Discussion Questions:

What role does economy play in European integration?

What role does defense play in European integration?

What role has America played in European integration? Is that role still relevant – has it stayed on course or changed?

Activities:

❖ ***Assignment 3: Response Essay" Is There a European Identity"***
due Monday of Week 5 (February 3), till 8PM PT
via canvas and e-mail to philipp.kneis@oregonstate.edu

Work through the PowerPoint

Text presentations

Continue with the discussion

Materials:

PPT 4:   EU Accession and Institutions
              Integration after World War II

Texts to be Presented:

1. Rappaport, Armin. "The United States and European Integration: The First Phase." *Diplomatic History* 5.2 (April 1981): 121–150.

2. Spaak, Paul-Henri. "The Integration of Europe: Dreams and Realities." *Foreign Affairs* 29.1 (Oct. 1950): 94-100.

3. Hitchcock, William I. "France, the Western Alliance, and the Origins of the Schuman Plan, 1948–1950." *Diplomatic History* 21.4 (Fall 1997): 603–630.

4. Kunz, Diane B. "The Marshall Plan Reconsidered: A Complex of Motives." *Foreign Affairs* 76. 3 (May-Jun. 1997): 162-170.

5. Lundestad, Geir. "Empire by Invitation? The United States and Western Europe, 1945-1952." *Journal of Peace Research* 23 (1986): 263-277.

6. Deighton, Anne. "The European Security and Defence Policy." *JCMS*: *Journal of Common Market Studies* 40.4 (2002): 719-41.

7. Bryan, Ferald J. "George C. Marshall at Harvard: A Study of the Origins and Construction of the 'Marshall Plan' Speech." *Presidential Studies Quarterly* 21.3 (Summer 1991): 489-502.

Guiding Discussion Questions:

How can integration be conceptualized?

What are current challenges to integration?

Activities:

Text presentations

Continue with the discussion

Instructions for and Advise on own Research (for Weeks 8-10 and Final)

Texts to be Presented:

1. Ash, Timothy Garton. "Is Britain European?" *International Affairs* 77.1 (2001): 1-13.

2. Parsons, Craig. "Showing Ideas as Causes: The Origins of the European Union." *International Organization* 56.1 (2002): 47-84.

3. Guibernau, Montserrat. "The Birth of a United Europe: On Why the EU Has Generated a 'Non-Emotional' Identity." *Nations and Nationalism* 17.2 (2011): 302–315.

4. Dietz, Antje, Thomas Dietz. "Introducing the Mosaic of Integration Theory." In: Dietz, Antje, Thomas Dietz, eds. *European Integration Theory.* Oxford: Oxford UP, 2004. 1-21.

ADDITIONAL TEXT in:

5. Eilstrup-Sangiovanni, Mette, ed. *Debates on European Integration.* New York: Palgrave Macmillan, 2006.

UNIT 4: CURRENT ISSUES

We will talk about contemporary issues facing the European Union and its sister institutions. These may concern further expansion of the EU, economic and political crises, or cultural questions. The primary focus of the final unit though is the presentation of student research, and the preparation (and writing) of your final paper.

Guiding Discussion Questions:

What are current issues regarding European integration?

How important is the narrative of growth to the European Union?

Activities:

Work through the PowerPoint

Text presentations

Continue with the discussion

Materials:

PPT 5:   European Symbols
            Creation Identity through Common Visual Language

Texts to be Presented:

1. Schimmelpfennig, Frank. "The Community Trap: Liberal Norms, Rhetorical Action, and the Eastern Enlargement of the European Union." *International Organization* 55.1 (Winter 2001): 47-80.

2. Grabbe, Heather. "European Union Conditionality and the 'Acquis Communautaire.'" *International Political Science Review / Revue internationale de science politique* Vol. 23.3 "Enlarging the European Union: Challenges to and from Central and Eastern Europe. L'élargissement de l'Union européenne" (Jul. 2002): 249-268.

3. Krol, Marcin. "A Europe of Nations or a Universalistic Europe?" *International Affairs (Royal Institute of International Affairs 1944-)* 66.2 (Apr. 1990): 285-290.

4. Wagner, Gerhard. "Nationalism and Cultural Memory in Poland: The European Union Turns East." *International Journal of Politics, Culture, and Society* 17.2 (Winter 2003): 191-212.

Week 8: Debating the "Democratic Deficit"   February 24-March 1

Guiding Discussion Questions:

What are current issues regarding European integration?

Please also take note of the intensity of the scholarly debates on the "democratic deficit" – this is a good illustration of how academia works.

Activities:

Text presentations

Continue with the discussion

Texts to be Presented:

1. Majone, Giandomenico. "Europe's 'Democratic Deficit': The Question of Standards." *European Law Journal* 4.1 (March 1998): 5–28.

2. Moravcsik, Andrew. "Is there a 'Democratic Deficit' in World Politics? A Framework for Analysis." *Government and Opposition* 39.2 (Spring 2004): 336–363.

3. Føllesdal, Andreas, Simon Hix. "Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik." *JCMS* 44.3 (2006): 533–62.

4. Moravcsik, Andrew. "The myth of Europe's 'democratic deficit'." *Intereconomics* 43.6 (2008): 331–340.

5. Katz, Richard S. "Models of Democracy: Elite Attitudes and the Democratic Deficit in the European Union." *European Union Politics* (2001): 53-79.

UNIT 5: STUDENT RESEARCH

Week 9: A Crisis For Europe?   March 2-8

Guiding Discussion Questions:

What are current issues regarding European integration?

To which extent is (or is not) the Euro crisis also a crisis for European Integration, and the Union itself?

Activities:

Text presentations

❖ *Assignment 4: Present your own research*

Continue with the discussion

Texts to be Presented (read at least 4 out of the 8 texts below):

1. Wood, Steve. "The Euro Crisis." *Policy* 25.1 (Autumn 2012): 32–37.

2. Mourlon-Druol. "The Euro Crisis: A Historical Perspective." *The London School of Economics and Political Science Strategic Update* (June 2011).

3. Scharpf, Fritz W. "Monetary Union, Fiscal Crisis and the Preemption of Democracy." *London School of Economics and Political Science, LSE 'Europe in Question' Discussion Paper Series* 36 (May 2011).

4. Wihlborg, Class, Thomas D. Willett, Nan Zhang. "The Euro Crisis: It Isn't Just Fiscal and It Doesn't Just Involve Greece." *Robert Day School Working Paper* 2011-03 (September 2010).

5. Pöttering, Hans-Gert. "The Schuman Plan 60 Years Later: A Model for the Middle East?" *European View* 9 (2010): 93-96.

6. Edward, David. "The Moral Case for Europe" *Talk at Europa Institute / UACES Lecture, University of Edinburgh,* 8 March 2013.

7. Mearsheimer, John J. "Why the Ukraine Crisis Is the West's Fault. The Liberal Delusions That Provoked Putin." *Foreign Affairs* 93 (2014): 1–12.

8. Snyder, Timothy. "Fascism Returns to Ukraine." *The New Republic* May 11, 2014.
http://www.newrepublic.com/article/117692/fascism-returns-ukraine.

9. Pisani-Ferry, Jean, Norbert Röttgen, André Sapir, Paul Tucker, Guntram B. Wolff "Europe after Brexit: A proposal for a continental partnership." Policy Paper, 08/25/2016.

10. Arendt, Hannah. "We Refugees." *Menorah Journal* 31.1 (1943): 69-77.

Week 10: Time for Writing your Research Paper (Dead Week)   **March 9-15**

Activities:

Write your paper

Continue with the discussion

Week 11: Submit Your Paper (Finals Week)   **March 16-22**

Activities:

❖ *Assignment 5: Send in Final Research Paper by Monday of Week 11 (March 16), 8 PM PT via canvas and e-mail to philipp.kneis@oregonstate.edu*

5.   Bibliography of Required Texts

See Canvas for further reading assignments.

Week.Text#	Texts in alphabetical order
2.01	Anderson, Benedict. *Imagined Communities. Reflections on the Origin and Spread of Nationalism.* London, New York: Verso, 1983. 1-46.
9.10	Arendt, Hannah. "We Refugees." *Menorah Journal* 31.1 (1943): 69-77.
6.01	Ash, Timothy Garton. "Is Britain European?" *International Affairs* 77.1 (2001): 1-13.
5.07	Bryan, Ferald J. "George C. Marshall at Harvard: A Study of the Origins and Construction of the 'Marshall Plan' Speech." *Presidential Studies Quarterly* 21.3 (Summer 1991): 489-502.
3.03	Cooper, Robert. "Integration and Disintegration." *Journal of Democracy* 10.1 (1999): 8-21.
4.02	Coudenhove-Kalergi, Richard. "The Pan-European Outlook." *International Affairs (Royal Institute of International Affairs 1931-1939)* 10.5 (Sep., 1931): 638-651.
5.06	Deighton, Anne. "The European Security and Defence Policy." *JCMS*: *Journal of Common Market Studies* 40.4 (2002): 719-41.
6.04	Dietz, Antje, Thomas Dietz. "Introducing the Mosaic of Integration Theory." In: Dietz, Antje, Thomas Dietz, eds. *European Integration Theory.* Oxford: Oxford UP, 2004. 1-21.
9.06	Edward, David. "The Moral Case for Europe" *Talk at Europa Institute / UACES Lecture, University of Edinburgh,* 8 March 2013.
6.05	Eilstrup-Sangiovanni, Mette, ed. *Debates on European Integration.* New York: Palgrave Macmillan, 2006.
8.03	Føllesdal, Andreas, Simon Hix. "Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik." *JCMS* 44.3 (2006): 533–62.
2.02	Geary, Patrick J. *The Myth of Nations. The Medieval Origins of Europe.* Princeton: Princeton UP, 2002. 1-40.
7.02	Grabbe, Heather. "European Union Conditionality and the 'Acquis Communautaire.'" *International Political Science Review / Revue internationale de science politique* Vol. 23.3 "Enlarging the European Union: Challenges to and from Central and Eastern Europe. L'élargissement de l'Union européenne" (Jul. 2002): 249-268.
6.03	Guibernau, Montserrat. "The Birth of a United Europe: On Why the EU Has Generated a 'Non-Emotional' Identity." *Nations and Nationalism* 17.2 (2011): 302–315.
1.02	Hanssen, Peo, Stefan Jonsson. "Imperial Origins of European Integration and the Case of Eurafrica: A Reply to Gary Marks' 'Europe and Its Empires.' " *Journal of Common Market Studies* 50.1 (2012): 1028–1041.
5.03	Hitchcock, William I. "France, the Western Alliance, and the Origins of the Schuman Plan, 1948–1950." *Diplomatic History* 21.4 (Fall 1997): 603–630.
3.01	Hösle, Vittorio. "The European Union and the U.S.A.: Two Complementary Versions of Western 'Empires'?". In: *Symposium (Canadian Journal of Continental Philosophy / Revue canadienne de philosophie continentale)* 14: 1 (2010): 22-51.
8.05	Katz, Richard S. "Models of Democracy: Elite Attitudes and the Democratic Deficit in the European Union." *European Union Politics* (2001): 53-79.
7.03	Krol, Marcin. "A Europe of Nations or a Universalistic Europe?" *International Affairs (Royal Institute of International Affairs 1944-)* 66.2 (Apr. 1990): 285-290.
5.04	Kunz, Diane B. "The Marshall Plan Reconsidered: A Complex of Motives." *Foreign Affairs* 76. 3 (May-Jun. 1997): 162-170.
4.03	Larat, Fabrice. "Present-ing the Past: Political Narratives on European History and the Justification of EU Integration." *German Law Journal* 6.2 (2005): 273-290.

5.05   Lundestad, Geir. "Empire by Invitation? The United States and Western Europe, 1945-1952."
            Journal of Peace Research 23 (1986): 263-277.

8.01   Majone, Giandomenico. "Europe's 'Democratic Deficit': The Question of Standards." *European
            Law Journal* 4.1 (March 1998): 5–28.

4.01   Marcussen, Martin, Thomas Risse, Daniela Engelmann-Martin, Hans Joachim Knopf and
            Klaus Roscher. "Constructing Europe? The Evolution of French, British and German Nation
            State Identities." *Journal of European Public Policy* 6:4 (1999, Special Issue): 614-33.

1.01   Marks, Gary. "Europe and Its Empires: From Rome to the European Union." *Journal of
            Common Market Studies* 50.1 (2012): 1–20.

1.03   Matthijs, Matthias. "Europe after Brexit: A Less Perfect Union." *Foreign Affairs* 96:1
            (January/February 2017): 85-95.

9.07   Mearsheimer, John J. "Why the Ukraine Crisis Is the West's Fault. The Liberal Delusions That
            Provoked Putin." *Foreign Affairs* 93 (2014): 1–12.

8.04   Moravcsik, Andrew. "Is there a 'Democratic Deficit' in World Politics? A Framework for
            Analysis." *Government and Opposition* 39.2 (Spring 2004): 336–363.

8.02   "The myth of Europe's 'democratic deficit'." *Intereconomics* 43.6 (2008): 331–340.

9.02   Mourlon-Druol. "The Euro Crisis: A Historical Perspective." *The London School of Economics
            and Political Science Strategic Update* (June 2011).

3.02   Müller, Harald. "A Theory of Decay of Security Communities with an Application to the
            Present State of the Atlantic Alliance." *Institute of European Studies, UC Berkeley.* 2006.
            http://escholarship.org/uc/item/95n4b4sp.

6.02   Parsons, Craig. "Showing Ideas as Causes: The Origins of the European Union." *International
            Organization* 56.1 (2002): 47-84.

9.09   Pisani-Ferry, Jean, Norbert Röttgen, André Sapir, Paul Tucker, Guntram B. Wolff "Europe
            after Brexit: A proposal for a continental partnership." *Policy Paper*, 08/25/2016.

9.05   Pöttering, Hans-Gert. "The Schuman Plan 60 Years Later: A Model for the Middle East?"
            European View 9 (2010): 93-96.

5.01   Rappaport, Armin. "The United States and European Integration: The First Phase."
            Diplomatic History 5.2 (April 1981): 121–150.

9.03   Scharpf, Fritz W. "Monetary Union, Fiscal Crisis and the Preemption of Democracy." *London
            School of Economics and Political Science, LSE 'Europe in Question' Discussion Paper Series* 36
            (May 2011).

7.01   Schimmelpfennig, Frank. "The Community Trap: Liberal Norms, Rhetorical Action, and the
            Eastern Enlargement of the European Union." *International Organization* 55.1 (Winter
            2001): 47-80.

3.04   Schmidt, Helmut. "Miles to Go: From American Plan to European Union." *Foreign Affairs* 76.3
            (May-Jun 1997): 213-221.

4.05   Shore, Cris. "Inventing the 'People's Europe': Critical Approaches to European Community
            'Cultural Policy.'" *Man, New Series* 28.4 (Dec. 1993): 779-800.

4.04   Smith, Anthony D. "National Identity and the Idea of European Unity." *International Affairs
            (Royal Institute of International Affairs 1944-)* 68.1 (Jan. 1992): 55-76.

9.08   Snyder, Timothy. "Fascism Returns to Ukraine." *The New Republic* May 11, 2014.
            http://www.newrepublic.com/article/117692/fascism-returns-ukraine.

5.02   Spaak, Paul-Henri. "The Integration of Europe: Dreams and Realities." *Foreign Affairs* 29.1
            (Oct. 1950): 94-100.

4.06   Stråth, Bo. "Methodological and Substantive Remarks on Myth, Memory and History in the
            Construction of a European Community." *German Law Journal* 6.2 (2005): 255-271.

7.04   Wagner, Gerhard. "Nationalism and Cultural Memory in Poland: The European Union Turns
            East." *International Journal of Politics, Culture, and Society* 17.2 (Winter 2003): 191-212.

9.04	Wihlborg, Class, Thomas D. Willett, Nan Zhang. "The Euro Crisis: It Isn't Just Fiscal and It Doesn't Just Involve Greece." *Robert Day School Working Paper* 2011-03 (September 2010).
9.01	Wood, Steve. "The Euro Crisis." *Policy* 25.1 (Autumn 2012): 32–37.

6.   Course Assignments and Grading

General Remarks:

- All these assignments are **submitted in writing**. The two presentations have to be submitted to the entire class via the discussion forum (upload as PDF), the response and research paper are only sent to the instructor via e-mail (if you do not receive a confirmation that I have received it within 2 business days, please tell me).

- You are expected to use **correct English**. If there too many mistakes, text understanding may suffer, and you may also be downgraded for complexity. Perform a spell-check (not just via the computer!).

- Pages have to be numbered.

- Text formatting for **all** assignments except discussion posts: 12 point Times, 1.5-spaced, 1 in. margins. Include your name, assignment type, and date in the first line, second line title in bold, one free line, then the text, then works cited, such as:

> Name, First Name: Text Presentation, MM/DD/YYYY
>
> **Title of Your Presentation (either a topical title, or "Presentation on the Text by N.N.")**
>
>
> Text (of the length specified)
>
>
> **Works Cited**
>
> List the works you cited, either APA or MLA style

Researching Articles and Books:

- Any materials you find for use in your own research should be coming from **academic journals or books**. You may also use original sources (media examples), but need to find 2 research articles minimum.

- Research articles or books are basically distinguished from other materials in that they do not primarily focus on exposition but on **analysis**, and on commenting on other research. **The articles chosen for this class are supposed to serve as examples**.

- You can find such materials, for instance, through the use of **Google Scholar** (http://scholar.google.com). **Library catalogs** will be available to you as well.

- **News sources and statistics** can be used – but only to supplement research articles, not to replace them.

- **Internet sources** are good if they are of a scholarly nature.

- **Wikipedia** can be a good starting point for research – it is never its ultimate end!

Explanation of individual assignments:

❖ **1** **Discussion Board (10 points / 20%).**
Due Regularly

Students will have to participate regularly in the Blackboard discussion board.

Additional Guidelines:
- **Introduce yourself initially** to Blackboard by saying who you are, what your study interests are, and whatever else you would like people to know about yourself.
- Discussions will be graded in terms of frequency of participation and quality of your contributions. Students need to participate on at least 2-3 days per week.
- You then need to write **at least 10 posts for blackboard of substantial length and quality**. Quality posts are those that are substantial in content and indicate that the student is engaged with the course readings and content (i.e. posts are not "off the top of your head," but rather demonstrate that you have completed and understood the course readings). Such post cannot just be brief responses of twitter length, or a mere link, but have to be contributions for discussion of at least 2 paragraphs of length which open up a possible discussion topic and/or discuss or introduce a topic and/or provide a thoughtful response to a post opened by someone else earlier.
- You are **also expected to respond in other ways**, by briefly commenting on other people's comments. These will not be graded, as they are part of the class conversation.

Grading: 10 points total
- 1 point per post, but only a maximum of 10 points.

❖ **2** **Presentation of one assigned text (5 points / 10%).**
Due depending on when the text is assigned

In the beginning of the quarter, the texts will be distributed amongst all participants. The presentation should introduce the main arguments of the text and briefly explain the historical background. The length of the presentation should be **approx. 1 page of text**. Presenters will then also be responsible for facilitating the class discourse by being the experts on the text. Whether you are presenting or not, **everybody is required to read all the texts**, unless they are marked as additional. You may upload texts as separate documents, or post in the forum. Mark it as "Text **Presentation**".

Additional Guidelines:
- You are the expert on the text. You can assume everyone else has read the text as well (they should). Nevertheless, recap the major arguments of the text.
- None of the texts holds absolute truth. All of them are written from a specific point of view, with which you may agree or disagree. If you voice any such judgment, you need to provide reasons.
- Prepare up to 2 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page 19.

Grading: 5 points total
- complexity of the argument (3 points)
- correct rendition of the text's argument (½ point)
- correct citations (½ point)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

❖ **3   Midterm Response Essay (10 points / 20%).**
    Due Monday of Week 5, 8 PM Pacific Time

This is an opinion piece which is based upon the seminar readings and discussions, and can already prepare ideas for your research. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You do not need to find additional research articles or books. Standard citation methods apply. The paper should be **approx. 2 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography.

Grading: 10 points total
-        5 points for complexity of the argument
-        2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II
         and III, page 22, and stick to one method throughout your paper).
-        1 point for spelling and language
-        1 point for structure
-        1 point for fulfilling formal criteria (formatting, length, etc.)
-        Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

❖ **4   Research Presentation (10 points / 20%).**
    Due Anytime During Week 9

Students will present a topic of their own choice to the entire class. The presentation should be the equivalent **2 pages of text and a PowerPoint (up to 10 slides)**. The presentation should ideally be a preparation for the final research paper. You are expected to find 3 scholarly sources for your research that are not part of the assigned reading in class.

Additional Guidelines:
-        Find your own topic, and discuss it with the instructor in beforehand via e-mail.
-        Find a minimum of 3 new scholarly articles for your research.
-        Justify why you think your topic is of relevance.
-        Put your own topic into its proper historical and/or political context.
-        Structure your argument clearly.
-        Prepare up to 3 questions for class discussion.
-        For general remarks, see the presentation guidelines in Appendix I, page 19.

Grading: 10 points total
-        complexity of the argument (5 points)
-        correct rendition of the your argument (1 point)
-        additional scholarly sources (3 points)
-        clarity and correctness of writing (½ point)
-        handling your responses to questions in the discussion (½ point)

❖ **5** **Final Research Paper on a topic of your own choice (15 points / 30%).**
   Due Monday of Week 11, 8 PM Pacific Time

This research paper can be based on the preceding research presentation. Unlike the response paper, your focus has to be on analysis rather than on opinion. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You need to use at least 2 of the texts discussed throughout the seminar, and to find at least 3 additional scholarly research articles or books. Standard citation methods apply. The paper should be a minimum of **5 pages of text**, no more than 6 (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography in addition to the allotted pages.

Grading: 15 points total
- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 22, and stick to one method throughout your paper).
- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- 1 point per cited article or book that was assigned for class (up to 2 points)
- 1 point per cited article or book that you individually researched (up to 3 points)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

7.   Final Grade Distribution

Maximum possible points: 50 points

1. Discussion Board: 10 points
2. Text Presentation: 5 points
3. Response Paper: 10 points
4. Research Presentation: 10 points
5. Research Paper: 15 points

A	95%	to under or equal	100%	47.5	to under or equal	50	points
A-	90%	to under	95%	45	to under	47.5	points
B+	87%	to under	90%	43.5	to under	45	points
B	83%	to under	87%	41.5	to under	43.5	points
B-	80%	to under	83%	40	to under	41.5	points
C+	77%	to under	80%	38.5	to under	40	points
C	73%	to under	77%	36.5	to under	38.5	points
C-	70%	to under	73%	35	to under	36.5	points
D+	67%	to under	70%	33.5	to under	35	points
D	63%	to under	67%	31.5	to under	33.5	points
D-	60%	to under	63%	30	to under	31.5	points
F	0%	to under	60%	0	to under	30	points

8. Student Learning Outcomes

Students will be able to navigate the central issues in the history of Europe in the 20th century that led to European unification, and discuss these ideas in the context of the complex development of ideas of Europe since antiquity. Students will determine the driving forces of European unification and integration, analyze recent developments in Europe, and connect these to historical trends. They will further discuss the necessity to theorize history and politics, and apply different theoretical models to different circumstances.

8.1. Political Science Learning Outcomes:

1. Comprehend the basic structures and processes of government systems and/or theoretical underpinnings.

2. Analyze political problems, arguments, information, and/or theories.

3. Apply methods appropriate for accumulating and interpreting data applicable to the discipline of political science.

4. Synthesize experiential learning with political science concepts.

(http://liberalarts.oregonstate.edu/spp/polisci/programs/political-science-learning-outcomes)

8.2. General Learning Outcomes, as aligned with Political Science Learning Outcomes

Students who take this course will be able to

1. Identify, define and analyze some important concepts in political and cultural theory, specifically as they pertain to the central issues relevant to political and social dimensions of the theory and politics of European integration. This includes the ability to identify and evaluate core ideas of integration theory, and the arguments that support them. This includes knowledge in political science theory, history and cultural studies, and is measured through coursework. (PS LO # 2+3; Bacc # 1)

2. Analyze current social issues and place them in historical context(s). Specifically, you will be given a genealogy of the ideas of European identity and political unity, and work with texts that help you situate current social issues. (Bacc #2)

3. Accumulate, contextualize, recall, analyze and critically interpret some of the major issues in political theory as well as critical domain knowledge with an interdisciplinary outlook by utilizing methods and approaches applicable to the disciplines of political science, history and cultural studies. (PS LO # 1+3)

4. Recognize the necessity to theorize culture, history and politics and to apply different theoretical models to different circumstances. Also follow the principle of a "ruthless criticism of everything existing" (Marx to Ruge, 1843) by critiquing the nature, value, and limitations of the basic methods of the social sciences and humanities. (PS LO # 2+3; Bacc # 3)

5. Express the basic argument of a scholarly text and use it as a resource (PS LO # 4)

6. Work collaboratively and collegially, by sharing ideas and analyses in a respectful but critical and mutually enriching manner (PS LO # 4)

Discuss and make arguments about these concepts and issues in writing by relating them to contemporary political debates as reflected in contemporary culture. Students will develop own scholarly approaches to a topic, and conduct own research.

8.3.   Baccalaureate Core Category Learning Outcomes:
Contemporary Global Issues

This course fulfills the Baccalaureate Core requirement for the Contemporary Global Issues category. It does this by examining the origins, historical contexts and implications of these issues, and inviting students to critically reflect upon how these discussions continue to shape contemporary politics and culture.

Students in Social Processes and Institutions courses shall:

1.   Analyze the origins, historical contexts, and implications of contemporary global issues.
2.   Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3.   Articulate in writing a critical perspective on contemporary global issues using evidence as support. *

These Baccalaureate core learning outcomes will be found in this course as follows:

1.   Students will be able to use theoretical frameworks to interpret the role of the individual within social process and institutions.

       Students will be able to identify, define and analyze some important concepts in political and cultural theory, specifically as they pertain to the central issues relevant to European Integration, as well as to questions of European history and identity. This included the ability to identify and evaluate core ideas of theories of Europe, and the arguments that support them. This includes knowledge in political science theory, history, and cultural studies, and is measured through coursework. (Course LO # 1, PS LO # 2+3)

2.   Analyze current social issues and place them in historical context(s). Specifically, you will be given a genealogy of the idea of Europe, and work with concepts and texts ancient and modern that help you situate current social issues. (Course LO # 2, Bacc #2)

3.   Recognize the necessity to theorize culture, history and politics and to apply different theoretical models to different circumstances. Also follow the principle of a "ruthless criticism of everything existing" (Marx to Ruge, 1843) by critiquing the nature, value, and limitations of the basic methods of the social sciences and humanities. (Course LO # 4; PS LO # 2+3; Bacc # 3)

4.   Explore interrelationships or connections with other subject areas. This highly interdisciplinary class combines methodology from Political Science, History, Classical Philology, Philosophy, Literary and Cultural Studies, and possibly many more. Interdisciplinarity is very much the guiding principle structuring this entire class.

5.   In order to further develop and demonstrate critical thinking skills, you will discuss and make arguments about these concepts and issues in writing by relating them to contemporary political debates as reflected in contemporary culture. Students will develop own scholarly approaches to a topic, to conduct own research and communicate information in written and presentation format (Course LO # 7; PS LO # 4).

(http://main.oregonstate.edu/baccalaureate-core/current-students/bacc-core-learning-outcomes-criteria-and-rationale)

8.4.   Baccalaureate Core Course Requirements/Evaluation of Student Performance

The student learning and Baccalaureate Core Learning outcomes will be achieved and assessed through the following activities and assessments:

1.   Participation in class discussion
2.   Presentation of an assigned text (Text Presentation)
3.   Completion of a Response Essay
4.   Presentation of research (Research Presentation)
5.   Completion of a Research Paper

9. General Argumentation Rules (for Presentations and Papers)

- If you refer to somebody or a text, always provide a detailed source. Never say "As Aristotle has said, …" but provide a concrete source. You will find that many quotes are continually misattributed. Do the research.
- Be respectful of others' opinions and arguments, no matter how harshly you may disagree. Any criticism must be aimed at the argument or subject matter ("*argumentum ad rem*"), not at the person ("*argumentum ad hominem*").
- If you disagree with a certain position, make sure you represent it accurately in all its scope, and not as a distorted caricature ("straw man argument").
- Base your argument on a solid database, not just on your own experiences or things you have heard ("anecdotal evidence").
- Just because a famous or influential person made a certain argument, does not automatically provide it with legitimacy ("argument from authority").
- Just because something occurs in nature, does not make it good ("naturalistic fallacy").
- See also: www.fallacyfiles.org

10. Students with Disabilities

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page at http://ds.oregonstate.edu/gettingstarted.

11. Student Conduct

Please review and adhere to the Expectations for Student Conduct, as posted on http://studentlife.oregonstate.edu/studentconduct/offenses-0.

12.   Appendix I: Presentation Guidelines

12.1.   When Introducing a Text

These questions need not be answered verbatim or in that order– but address them or be kept in mind.
-        What is it about?
-        Who is the author? (relevant if important person of history –– but no extended biographies)
-        What is the context?
-        What is the line of argument?
-        What are the theoretical assumptions? Does the text speak to a specific school of thought?
-        How is it written? What can you derive from the structure of the text?
-        How was it perceived? What has it achieved? (relevant if this text is a historical source or has had a deep impact on a field of research)
-        Provide own evaluations and analysis, briefly.

12.2.   When Presenting Your Own Analysis or Argument

These questions need not be answered verbatim or in that order– but address them or be kept in mind.
-        Be transparent: name your sources, provide a handout with a bibliography and a structure of your presentation.
-        Provide a clear line of argument
-        Prefer analysis over opinion, personal experiences and anecdotal knowledge
-        Be clear to differentiate between your own analysis and someone else's.

12.3.   Q&A Rules

-        Welcome critique as an opportunity to better yourself.
-        When critiquing others, aim the argument at the issue, not the person, and remain respectful.
-        When you don't know what to answer, offer to follow up with them later –– don't improvise.

12.4.   General Presentation Rules

-        Everybody is nervous. EVERYBODY.
-        Everybody makes mistakes.
-        Preparation always helps.
-        Practice.
-        A class presentation is supposed to help you to learn, you are not expected to be perfect.

12.4.1. Content

-        The presentation is not about you. It is about the content.

12.4.2. Structure

-        You are *communicating*, not talking *at* somebody.
-        Make sure you do everything to get your message across in the short time you have.
-        Tell them what you're about to tell them. –– Tell them. –– Tell them what you've just told them.
-        Intelligent redundancy is good.
-        Patronizing is bad.

12.4.3. Modes of Presenting

-        Do what you feel is most comfortable to you.
-        Talk loudly and clearly.
-        Make eye contact as much as possible.
-        Provide a handout with your most important points, central quotes or data (brief!), works cited, and your contact information.

Reading out a written text:
- pro: safety, you tend to forget less, you can formulate better
- contra: inflexible, less communicative

Speaking freely (without notes):
- pro: flexible, can adapt to audience quickly, communicative
- contra: needs experience, you may forget things, imperfect formulations
- you may compensate with a handout

Speaking freely with notes
- possibly best of both worlds
- you may even write an introduction & a closing to read out

12.4.4. Time

- Time yourself. You have limited time allotted. Test out your presentation beforehand; then add 2-3 minutes. You will always take longer than planned.
- Provide a handout collating your most important findings, central quotes, a bibliography, and your contact information. If you forget to say something important in the presentation, it'll be there.

12.4.5. Technology

- Use technology only if necessary.
- Only use technology that you know how to handle.
- Be sure to have reliable equipment. If possible, bring your own computer. Apple computer owners: bring an adapter cable for VGA. Assume no HDMI compatibility.
- Make backups of your presentation. Make a backup of the backup.
- Be only as fancy as absolutely necessary. Anything flashy that distracts from your message can go.
- Sometimes, a blackboard is enough.
- A paper handout may substitute or supplement a visual presentation. It gives people something to take away.
- Be prepared for tech to break down.

12.4.6. Attire

- Appear professional. This is work, it should look like that.
  Respect your audience.
- There will always be a question from the audience you won't like. Be cordial. Admit if you don't know something; promise to get back with more information.

- Know how to react: "Never answer the question that is asked of you. Answer the question that you wish had been asked of you." (Robert S. McNamara, *The Fog of War*, 87:11-87:19)

12.4.7. Remember Murphy's Law

- Nothing is as easy as it seems. –– Everything takes longer than expected. –– And if something can go wrong it will, –– at the worst possible moment.

- Well, hopefully not. But be prepared anyway. Presentations are always a test of how to react to unforeseen circumstances, and the more you practice, the more experienced you'll be. Good luck!

12.5. Netiquette: How to Present Yourself Online

- Always remember you are still talking to human beings – it is very easy to lose sight of that online.
- Try to build community with your fellow students by being active in the discussion, by responding to their posts, and by taking part in the Q&A peer critique process after uploaded assignments.
- Check your spelling --- mistakes in writing are unnecessary distractions from what you want to say.
- Name your sources.
- Be concise but substantial. Remember that people tend to read in an F-pattern online: first paragraphs are read, then beginnings oftentimes just scanned (sadly). Make it interesting.

13. Appendix II: Citation Guide MLA

You can use MLA or APA style for citations, see: owl.english.purdue.edu/owl/resource/560/01.
The major rules MLA style are summarized here, as follows:

Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with squared brackets to distinguish them from possible (round) brackets within the quotation:

    "*Falling Down* is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy 2000: 122)

Bibliographical reference in parentheses (Author Year: Page):

    Blabla blabla (Soja 1989: 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

    Blabla blabla (Soja 1989a: 37).

    Blabla blabla (Soja 1989b: 1).

Footnotes should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

For articles in collective volumes:

Name, First Name. "Article". In: Name, First Name, ed. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g. Kennedy, Liam. "Paranoid Spatiality: Postmodern Urbanism and American Cinema." In: Balshaw Maria, Liam Kennedy, eds. *Urban Space and Representation.* London: Pluto, 2000. 116-30.

(use ed. for one Editor, eds. for multiple Editors)

For articles in journals or magazines:

Name, First Name. "Article". *Magazine Title*. Magazine Number (Year): Pages.

e.g. Foucault, Michel. "Of Other Spaces." *Diacritics* 16.1 (1986): 22-27.

For monographs:

Name, First Name. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g. Soja, Edward. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso, 1989.

For internet articles: Name, First Name. "Article." *Main Web Site Title*. URL. Retrieved MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g. Edmunds, R. David. "The US-Mexican War: A Major Watershed." *PBS.* pbs.org/kera/usmexicanwar/war/major_watershed.html. Retrieved 09/01/2009.

e.g. World Health Organization (WHO). *Active Ageing: A Policy Framework*. Geneva: WHO, 2002. who.int/ageing/publications/active/en. Retrieved 08/25/2011.

Some publication guides say you do not need to list the URL any more – I require you to do this nevertheless.

14. Appendix III: Citation Guide APA

You can use MLA or APA style for citations, see: owl.english.purdue.edu/owl/resource/560/01.
The major rules for APA style are summarized here, as follows:

Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with [squared] brackets to distinguish them from possible (round) brackets within the quotation:

    "*Falling Down* is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy, 2000, p. 122)

Bibliographical reference in parentheses (Author Year: Page):

    Blabla blabla (Soja, 1989, p. 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

    Blabla blabla (Soja, 1989a, p. 37).

    Blabla blabla (Soja, 1989b, p.1).

Footnotes should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

For articles in collective volumes:

Name, First Name. (Year). Article. In: Editor1FirstName Editor1LastName & Editor2FirstName Editor2LastName Editor (Eds.). *Larger Volume* (pages of chapter). Publishing Place: Publishing House.

e.g.   Kennedy, Liam. (2000). Paranoid Spatiality: Postmodern Urbanism and American Cinema. In: Balshaw Maria & Liam Kennedy (Eds.). *Urban Space and Representation* (pp. 116-30). London: Pluto.

(use Ed. for one Editor, Eds. for multiple Editors)

For articles in journals or magazines:

Name, First Name. (Year). Article. *Magazine Title*. Magazine Number, Pages.

e.g.   Foucault, Michel. (1986). Of Other Spaces. *Diacritics* 16.1, 22-27.

For monographs:

Name, First Name. (Year). *Larger Volume*. Publishing Place: Publishing House. Pages.

e.g.   Soja, Edward. (1989). *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso.

For internet articles: Name, First Name. (Date of Publication). Article. *Main Web Site Title*. Retrieved from URL on MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g.   Edmunds, R. David. (n.d.). "The US-Mexican War: A Major Watershed." *PBS.* Retrieved from pbs.org/kera/usmexicanwar/war/major_watershed.html on 09/01/2009.

e.g.   World Health Organization. (2002). *Active Ageing: A Policy Framework*. Geneva: WHO. Retrieved from who.int/ageing/publications/active/en on 08/25/2011.

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