

# GBST 390 – European Integration: Historical, Cultural, and Political Perspectives

COLLEGE OF WILLIAM AND MARY  
SUMMER PROGRAM IN PRAGUE

## **COURSE SYLLABUS**

Summer 2011

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Class Meeting: Monday-Thursday; 12:30-14:00

Room: Charles University in Prague  
Faculty of Arts Main Building  
Náměstí Jana Palacha 2, Praha 1, CZ-116 38

Room 326: Monday, Wednesday, Thursday  
Room 129: Tuesday

### **COURSE DESCRIPTION:**

This course will explore European integration from historical, cultural, and political perspectives. Specific topics that will be addressed include the development of the European Union, the impact of communism and its eventual collapse on East-West dynamics in Europe, and the impact of integration on Czech society. This summer course will be taught at Charles University in Prague, Czech Republic. We will explore the Bologna Process higher education reforms as a case study of European integration, with a special focus on the reforms within the Czech Republic and Eastern Europe. Students in this course will investigate the implications European integration for the Czechs, their European neighbors, and the United States.

### **COURSE OBJECTIVES:**

The instructor of the course, through various instructional means, will:

- Interpret the concept of European integration, explaining its historical roots, evolution, major dimensions, and role within a globalized society
- Utilize the Bologna Process and establishment of the European Higher Education Area as a case study for exploring European integration
- Lead field experiences to sites of historical and cultural significance in the Czech Republic and neighboring region
- Foster reflection, good writing, and the consideration of multiple perspectives in the course participants

## **COURSE OUTCOMES:**

By the end of the term, students who are successful in this course will be able to:

- Identify the key historical events leading toward European integration in the twentieth and twenty-first centuries
- Understand the dynamics of East-West integration within Europe, with a particular focus on the Czech Republic
- Consider the implications of European integration for their peers (undergraduate college students) in Europe
- Discuss several major social issues as they relate to European integration, including immigration, mobility within Europe, and linguistic diversity

## **REQUIRED TEXTS:**

Dinan, D. (2010). *Ever closer union: An introduction to European integration*. (4<sup>th</sup> ed.) New York, NY: Palgrave Macmillan.

Weisel, E. (1960/2006). *Night*. New York, NY: Hill and Wang.

Additional required articles and chapters listed in this syllabus will be made available via Blackboard (Bb).

## **COURSE REQUIREMENTS:**

--	Reflective Journal
20%	In-Class Writing and Course Engagement
10%	Cultural Artifact Presentation
20%	Peer Interview and Write Up (2-3 page summary)
35%	Final Project – Wiki Essay (2300-2500 words)
15%	Additional Contributions to Wiki

### **1. Reflective Journal**

Students are expected to keep a personal reflective journal throughout their time in the Czech Republic. Reflection is one tool for connecting, applying, and synthesizing what you are learning and experiencing during your cultural immersion. The format can be a blog, word document, or an old-fashioned handwritten journal. It is an expectation that students contribute to their journal 3-4 times per week.

### **2. In-Class Writing and Course Engagement (20%)**

In addition to the personal reflective journal, students will complete ten in-class written reflections. This assignment is intended to provide an opportunity for written reflection on the course topics, discussion, and readings. We will reserve ten minutes near the end of several class periods for reflective writing. In this ten minute writing period, you will be prompted to think about and your own opinions about and reactions to the topics of the day. Reflective writings can be typed or hand-written, as long as they are submitted before you leave class.

Students should come to each class session prepared to actively participate in class discussions. Informed participation requires that you have read the assigned materials. Likewise, students

should complete all course assignments and attend all field experiences. Students should be on time for class sessions and excursions, and submit all work on or before the due date. I expect that you will behave professionally in your interactions and work this semester.

### **3. Cultural Artifact Presentation (10%)**

Each student will prepare a brief (5-7 minute) presentation for the class introducing a cultural artifact he or she has discovered, and make direct connections to an aspect of our course of study. The purpose of this assignment is to encourage observation of daily life in the Czech Republic, and create an intentional connection between course material and the immersion experience.

### **4. Peer Interview Paper (20%)**

Students will interview a Czech or Polish citizen (ideally an undergraduate college student) to inquire about the impact of European integration on his or her life. The conversation should be focused on three main topics: *What are the greatest benefits of European integration to you?*, *What are the greatest challenges of European integration to you?* and *How have your studies been affected by the Bologna reforms?* Interviews should be at least 60 minutes in length; participation will be limited to Czech students with English language proficiency. Students will write a 2-3 page summary discussing the findings of the interview, and we will discuss our findings in class.

### **5. Final Project: Perspectives on Integration (35%)**

Each student will write an essay investigating a topic related to the impact of integration on an aspect of European society from an historical, cultural or political perspective, including a discussion of the specific implications for Czechs. Examples include the impact of integration on the political landscape, linguistic diversity, educational policy, mobility and immigration, health care, etc. Specific essay topics will be negotiated with the instructor individually. Final essays should be 2300-2500 words, and include a variety of media to supplement the text. Creativity is encouraged in the selection of topic and online presentation of material. All references to others' work should be cited properly.

#### *Possible Topics for Final Project*

*Investigate European integration as it relates to...*

*Agriculture*

*Arts*

*Education (K-12)*

*Empires of Central Europe*

*Environment and Climate Change*

*Technology*

*Foreign Affairs*

*Health Care*

*Human Rights*

*Immigration and Mobility*

*Legislation and Governance*

*Linguistic Diversity*

*Literature*

*Medieval Integration*

*Monetary Policy*

*National Identity*

*Political Landscape*

*Soviet Era and Iron Curtain*

*Science and Research*

*Spirituality and Religion*

*Sports and Recreation*

*Transportation*

*War and Military*

*...or student choice*

Four main sections for your essay:

- a. *Background* – How does European Integration affect/relate/connect to this topic or area?
- b. *Local Impact* – What are the local implications for Prague and the Czech Republic?
- c. *U.S. Impact* – Explain any connections to or implications for the United States
- d. *Personal Observations and Reflection* – What have you experienced in Prague that informs your essay?

### 6. Additional Wiki Contributions (15%)

In addition to his or her personal final project, each student is expected to review and make contributions to at least one other student's wiki page and at least one community page (which will be established to document and connect our field excursions to the course content). *Ideally students will contribute to the page of a different student than whoever is reviewing his/her own page, so that every student has at least one reviewer.*

### Grade Equivalencies:

100-93% = A	80-82% = B-	69-67% = D+
92-90% = A-	79-77% = C+	66-63% = D
89-87% = B+	76-73% = C	62-60% = D-
86-83% = B	72-73% = C-	59%-0% = F

### ACADEMIC HONESTY:

William and Mary is a community of trust in which the conduct of its members is assumed to be honorable. Students are reminded to review terms of the Honor Code at:

<http://www.wm.edu/offices/deanofstudents/services/studentconduct/honorcode/index.php>.

You are expected to support the atmosphere of academic integrity by avoiding acts of academic dishonesty. Participation in any of the following activities will qualify the student for failure in the class and possible disciplinary action:

- *Cheating*: Using or attempting to use materials, information, or study aids to gain an unfair grade advantage over other students in any academic exercise.
- *Plagiarism*: Representing another's words or ideas as one's own in any academic exercise.
- *Multiple Submissions*: Submitting the same assignment in two or more courses without obtaining the prior permission of the respective instructors.
- *Misrepresentation*: Presenting false excuses or using deception to receive a higher grade or to avoid fulfilling the requirements of any assignment or course.

I expect students to acknowledge in writing the intellectual work of others. In all work (written or presented) you will be required to use the **APA citation** format (*Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition, APAstyle.org).

Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. If you are not sure about whether something you are doing would be considered academic dishonesty, consult with the instructor.

**COURSE SCHEDULE:**

**Week 0: May 18-21**

Arrival and Course Introduction

*Field Experiences:* Tours of Charles University, Prague Old Town and the Jewish Quarter

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**Week 1: May 22-28**

**Introduction to European Integration**

**Assignments for Week:**

**Choose Personal Project (for Final Wiki)**

**Due Thursday, 05/26/11, In Class**

**Write for Reflective Journal**

**Ongoing**

Monday, May 23

Introduction

*Reading (in class):*

Schuman, R. (1950, May 9). *Declaration*. Speech in Paris, France. Retrieved from  
[http://europa.eu.int/abc/symbols/9-may/decl\\_en.htm](http://europa.eu.int/abc/symbols/9-may/decl_en.htm)

Tuesday, May 24

Dimensions of Integration

*Reading:*

Dinan, Introduction and Ch. 1 (pp. 1-28)

Skim: Dinan, Chapters 2 and 3 (pp. 29-72)

Wednesday, May 25

Bologna Process as a Window on Integration

Reading:

Reid, T. R. (2004). Generation E. In *The United States of Europe: The new superpower and the end of American supremacy* (pp. 197-226). New York, NY: Penguin Group.

*Bologna Declaration*. (1999, June 19). Retrieved from [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/990719BOLOGNA\\_DECLARATION.PDF](http://www.bologna-bergen2005.no/Docs/00-Main_doc/990719BOLOGNA_DECLARATION.PDF)

Adelman, C. (2009). *The Bologna Process for U.S. eyes: Re-learning higher education in the age of convergence*. Washington, DC: Institute for Higher Education Policy. (Read only pp. viii-xxv)

Review (spend 10-15 minutes familiarizing yourself with these two websites):

Bologna Process website. (2010). Retrieved from

<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>

European Higher Education Area website. (2010). Retrieved from <http://www.ehea.info/>

Supplementary Resources:

Froment, E. (2003). The European Higher Education Area: A new framework for the development of higher education. *Higher Education in Europe*, 28(1), 27-31.

Haskins, C. H. (1923). The earliest universities. In *The rise of universities* (pp. 1-25). Ithaca, NY: Cornell University Press.

Thursday, May 26

Dis-integration in Eastern Europe

[Note: President Obama to visit Poland tomorrow (Friday, May 27)]

Reading:

Weisel's *Night* – Preface and Ch. 1 (pp. vii-22)

Friday, May 27

*Field Experiences:* Terezín and Lidice (62 km/38 mi from Prague)

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**Week 2: May 29-June 4**

**Tragedy, Triumph, Transformation**

**Assignments for Week:**

**Interview Czech/Polish Peer**

**Write for Reflective Journal**

**Ongoing**

Monday, May 30 (U.S. Memorial Day)  
Holocaust Discussion

Reading:  
Complete Weisel's *Night* (pp. 23-120)

Tuesday, May 31  
Holocaust Discussion (continued)

Supplementary Resource:  
Spielberg, S. (Director). (1994). *Schindler's list* [Motion picture]. United States:  
Universal.

Wednesday, June 1  
Post-WWII Divisions

Reading:  
Kundera, M. (1984). The tragedy of Central Europe. *The New York Review of Books*,  
31(7), 33-38.

Thursday, June 2  
Progress toward Integration; Czech and Polish Connections

Reading:  
Dinan, Ch. 4 and 5 (pp. 73-132)

Supplementary Resource:  
Galasińska, A. (2006). Border ethnography and post-communist discourses of nationality  
in Poland. *Discourse & Society*, 17(5), 609-626.

Friday, June 3-Sunday, June 5  
*Field Experiences:*    *Auschwitz-Birkenau Museum, Poland (430 km/267mi from Prague)*  
                                  *Kraków, Poland (additional 70 km/44 mi east)*

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**Week 3: June 5-11**  
**Tragedy, Triumph, Transformation (Continued)**

**Assignments for Week:**

**Draft of Essay-in-Progress posted (1250 words)**  
**Peer Interview Summary**  
**Write for Reflective Journal**

**Due Monday 06/06/11, Midnight**  
**Due Thursday 06/09/11, 12:30 PM**  
**Ongoing**

Monday, June 6

Collapse of Communism and Transition to Europe

Reading:

Reid, T. R. (2004). The almighty undollar. In *The United States of Europe: The new superpower and the end of American supremacy* (pp. 63-87). New York, NY: Penguin Group.

Tuesday, June 7

Czech (Czechoslovakian) Society under Communism  
Visit to Museum of Communism (Na Příkopě 10, Praha 1)

Wednesday, June 8

Rejoining Europe

Reading:

Dinan, Ch. 6 (pp. 133-170)

Thursday, June 9

Peer Interview Discussion

*Field Experience:*     *Within Prague or Independent Travel*

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**Week 4: June 12-18**

**Social Dimensions of Integration**

**Assignment for Week:**

**Cultural Artifact presentations  
Write for Reflective Journal**

**Due Wednesday, 06/15/11, In Class  
Ongoing**

Monday, June 13

The European Social Model

Reading:

Reid, T. R. (2004). The European social model. In *The United States of Europe: The new superpower and the end of American supremacy* (pp. 145-176). New York, NY: Penguin Group.



Tuesday, June 14

Mobility of Citizens and Immigrants

Reading:

Traynor, I. (2011, May 12). Europe moves to end passport-free travel in migrant row. *The Guardian*. Retrieved from <http://www.guardian.co.uk/world/2011/may/12/europe-to-end-passport-free-travel>

Back, L. (2011, April 27). Fortress Europe? There is a better way. *The Guardian*.

Retrieved from <http://www.guardian.co.uk/commentisfree/2011/apr/27/sarkozy-berlusconi-schengen-europe>

Skim: Dinan, Ch. 17 (pp. 529-566)

Wednesday, June 15

Cultural Artifacts Discussion

Location TBA

Thursday, June 16

Social Implications of Bologna Process

Reading:

Dana, E. (2010). Getting what you pay for: Tuition and higher education. *New Presence: The Prague Journal of Central European Affairs*, 14(3), 118-123.

Supplementary Resource:

Rozsnyai, C. (2004). Quality assurance before and after 'Bologna' in the central and eastern region of the European Higher Education Area with a focus on Hungary, the Czech Republic and Poland. *European Journal of Education*, 38(3), 271-284.

Friday, June 17

*Field Experience:* Plzeň, Czech Republic

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**Week 5: June 19-25**

**Opportunities to Cooperate, Collaborate, and Compete**

**Assignment for Week:**

**Integration Wiki Finalized**

**Write for Reflective Journal**

**Due Tuesday, 06/21/11, Midnight  
Ongoing**

Monday, June 20

Future of European Integration in a Globalized Society

Reading:

**Choose One:**

Dinan, Ch. 16 (pp. 483-528)

Nicolaïdis, K. (2010). Sustainable integration: Towards EU 2.0? *Journal of Common Market Studies*, 48(1), 21-54.

Reflection Group (2010). *Project Europe 2030: Challenges and opportunities*. Retrieved from [http://www.reflectiongroup.eu/wp-content/uploads/2010/05/reflection\\_en\\_web.pdf](http://www.reflectiongroup.eu/wp-content/uploads/2010/05/reflection_en_web.pdf)

Tuesday, June 21

Opportunities for Global Cooperation

Reading:

Dinan, Ch. 14 (pp. 415-450)

Wednesday, June 22

Leveraging “Union” to Compete; Bologna and Beyond

Reading:

Dinan, Ch. 18 (pp. 567-588)

*Budapest-Vienna Declaration*. (2010, March 12). Retrieved from [http://www.ond.vlaanderen.be/hogeronderwijs/bologna/2010\\_conference/documents/Budapest-Vienna\\_Declaration.pdf](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/2010_conference/documents/Budapest-Vienna_Declaration.pdf)

Thursday, June 23

Final Class Session

Wrap Up, Evaluations, and Explore Wiki

Friday, June 24

Program Departure