Spring 2021 - Europe in the News

EURO-UA 9951 F01
REMOTE VERSION SYLLABUS

Monday 5:00pm-7:40pm
Classroom Siena, Villa Ulivi

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you’ve completed the online academic orientation via NYU Classes so you are aware of site specific support, policies and procedures.

Please contact florence.academicsupport@nyu.edu if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be instructed to choose your seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Class Description:
“The European continent bears the name of a young girl, Europa, (…) of foreign birth, without roots, and an involuntary immigrant. She moreover lived at the edges, far from the center of the continent on an island. The Cretans made her their queen, the Europeans their symbol. Pluralistic origins and openness to other became the mark of Europe.” (T. Todorov, “European Identity”)

The course focuses on the current debate about Europe, drawing on news regarding cultural, social and political issues. In the past several years, Europe has stumbled from crisis to seemingly existential crisis. Refugees, populism, the euro, Brexit, cyber threats, racism, terrorism, economic crisis, rows among Europeans about the definition of “European identity”—all of these have tested the ability of the European Union to cohere as a political organization. Does a “European identity exist”? Does Europe represent a specific “civilization”, expressing, as such, supposedly European values? And what is its political future, especially following the Brexit? This course is designed to help students better understand some key cultural and political features of the continent and the challenges that Europe faces today, by thinking historically and contextualize. The events that we read about in the news all have a background, and are often the product of long-running developments or trade-offs that European leaders and citizens have been navigating for years, sometimes even decades or longer. The first sessions trace the different perspectives about the idea of Europe as a community (what kind of values do Europeans share?) and each week we will consider a different pressing challenge by reading select news articles, long form journalistic pieces and/or academic thought pieces. After a lecture that provides the historical and contextual background
behind the given topic, we will discuss in a seminar style approach how Europe handles the various matters, the differences between the European approach and the approach taken by the US and other countries and how we assess the strategies adopted, the tools used, the perspectives. We will also devote some time to Europe in the news of the week. The ultimate goal is to enable students to foster their critical thinking and democratic engagement.

Instructor Details:
Name: Natalia Piombino
NYUGlobalHome Email Address: natalia.piombino@nyu.edu
Office Hours: by appointment Monday, 10:00am-12:30pm
Appointments available via Zoom or in person on request
Villa Ulivi Office Location: Top Floor, office #6

Inclusion, Diversity, Belonging and Equity
NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Florence, we are committed to creating a learning environment that:

• fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and

• promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

NYU Florence embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively learn, work and communicate. We will continually strive to work together to nurture a culture of inclusivity, compassion and mutual respect.

There are both on-campus and NYU Global resources available to students and staff wishing to share their experiences with us or offer suggestions for improvement. On-campus, students, faculty and staff can contact any one of our three local IDBE Liaisons, Mary Barbera, Lisa Cesarani and Angelica Pesarini. Students can also contact the Office of Academic Support or the Office of Student Life to talk to a member of staff. Students are invited to join the NYU Florence IDBE Student Committee and take on an active role in planning encouraging dialogues on issues around diversity and inclusion.

The Global NYU community can access the Office of Global Inclusion, Diversity and Strategic Innovation who works closely with students, faculty, administrators, and staff, regardless of where
you may be located, to help make every aspect of NYU more equitable. You can contact them at globalinclusion@nyu.edu for more information and resources.

Bias Response Line

NYU’s Bias Response Line (BRL) provides an open forum to members of our community and helps to ensure that our community is equitable and inclusive. It is a centralized way to share or report experiences and concerns regarding bias, discrimination, or harassing behavior that may occur within our local or global NYU community. To contact the BRL, please email or call: 212-998-2277.

Desired Outcomes:

On completion of this course, students should:

- Have a fuller understanding of Europe as a historical, social, political, economic and cultural construct
- Have a literacy in the current “hot button issues” that concern Europe and the EU member states as well as how these issues echo and ripple across the wider global community
- Have heightened their critical awareness of the way in which a news event is reported from a variety of perspectives depending on who reports it, what is emphasized in the report, and where the news is reported
- Have made relevant connections between theory, history and real world examples, through references to media, source material, course readings or case studies
- Find an increased interest in seeking out world news from a variety of perspectives, materials and sources

Assessment Components:

- Academic Commitment: 15%
- Team work: 40% (Team work during each class session, starting from the second session)
- Presentation: 15% (two 15’ presentations)
- Final Exam: 30%
- Failure to submit or fulfill any required course component results in failure of the class

**NB: Commitment:** A student’s commitment will be evaluated based on active participation, involvement and contribution in the course either remote or in-person. Contribution include, but is not limited to, presence at synchronous class sessions, timely submission of predetermined course assignments to the instructor, collaboration with peers in group course work both during class time or independently outside of class time,
individual oral or written contributions to synchronous course time through the chat function, in person discussion, or in individual office hours with the instructor. In an asynchronous format this academic engagement may take the form of written contributions to course forums, adding comments to posted work on VoiceThread or Google Drive shared docs.

Assignment Guidelines:

Team Work Guidelines:
Students are required to prepare – in team – three PPTs or three 3-page (775 word) papers. The instructor will give a prompt and the essay will be due by the following class. Papers must be double-spaced, with one-inch margins and numbered pages.

Student Presentation:
Students are required to sign up to give two class presentations.

Final Exam:
At the end of the semester, students will take a Final Exam that will allow them to provide an overview and an analysis of the key topics studied. The goal is to demonstrate the competence acquired during the semester thanks to the reading material, individual as well as teamwork.

Assessment Expectations:

- **Grade A:** The student’s work demonstrates an understanding of the subject that goes beyond assigned course readings. The student writes essays/exam questions that are an original synthesis of source materials, demonstrating the ability to evaluate source material critically. Written arguments are clear, well-organized and well-presented; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student has distinguished himself/herself throughout the course of the semester for his/her contributions to class discussion.

- **Grade B:** The student’s work shows a clear understanding of assigned readings and materials covered in class. The student writes clear, well-organized and well-presented essays/exam questions; oral presentations are concise, incisive and supplemented by appropriate visual materials; the student is prepared in class and asks relevant questions.

- **Grade C:** The student’s work shows a basic understanding of the subject treated in assigned readings and covered in class. However, written and/or oral work is deficient in one or more of the following areas: clarity, organization or content. The student’s work is generally in need of improvement.

- **Grade D:** The student’s work shows occasional understanding of the subject treated in assigned readings and covered in class. Written and/or oral work is deficient in one of more of the follow areas: clarity, organization or content. The student does not participate in class discussion and has not frequented the instructor’s office hours.

- **Grade F:** The student’s work does not demonstrate understanding of the subject treated in assigned readings and covered in class. Written and/or oral work are either insufficient or are
not submitted. The student appears unprepared in class and has not frequented the instructor’s office hours.

**Grading Guidelines**

A = 94-100
A minus = 90-93
B plus = 87-89
B = 84-86
B minus = 80-83
C plus = 77-79
C = 74-76
C minus = 70-73
D plus = 67-69
D = 65-66
F = below 65

**Grading Policy:**
Please refer to Assessment Expectations and the policy on late submission of work

**Academic Accommodations:**

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the Moses Center for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.

**Attendance Policy:**

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a two percent deduction from the student’s final course grade.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

For courses that meet once a week, one unexcused absence will be penalized by a two percent deduction from the student’s final course grade. For courses that meet two or more times a week, the same penalty will apply to the number of class times over a single week.

**Excused Absences:**
In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. Absences should be reported to the Office of Academic Support via email and to your faculty member BEFORE your class meets for lesson.

Categories of Excused Absences

**Absence Due to Illness**
- If you are a Go Local student present in Florence and feel sick, please contact the Office of Student Life for assistance.
- COVID-19 related family emergencies will be considered as an excused absence
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences

**Due to Religious Observance**
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicsupport@nyu.edu

**Absence Due to Illness**
- If you are sick, please see a doctor. Contact the Office of Student Life for assistance.
- For absences that last for two or more consecutive days, a doctor’s certificate, “certificato medico” is required. The doctor will indicate in writing the number of days of bed rest required. Please note these certificates can only be obtained on the day you see the doctor and cannot be written for you afterwards.
- Absences can ONLY be excused if they are reported WITHIN 48 HRS of your return to class via the online NYU Florence Absence Form
- OAS will not accept a student email or telephone call regarding an absence due to illness
- OAS will only notify faculty of absences REPORTED on the ABSENCE FORM
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences
Due to Religious Observance

- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.
- Information regarding absences due to religious observance must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online NYU Florence Absence Form.
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Late Submission of Work

- All course work must be submitted on time, in class on the date specified on the syllabus.
- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date.
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.

Plagiarism Policy:

Plagiarism will not be tolerated in any form.
The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school.

Writing Center:
The NYU Florence Writing Center offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for an online consultation at the Writing Center’s website and submit your working draft or ideas at least six hours in advance to NYU Florence Writing Center. Please also note that the Writing Center does not correct or “fix” your writing but prompts you to think and work. The aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

Required Text(s):

All readings can be found in our NYU Classes site in the Resources folder.

Copies of each textbook are available for consultation and short term loans in the Villa Ulivi Library. Extra copies of some textbooks are also available for semester long loans. More information on Books and Course Materials.
Supplemental Texts(s):
Texts that students are not required for the course can be found in the NYU-FL Library, or available online in or Google Drive Shared Folder.

Internet Research Guidelines:
The careful use of internet resources is encouraged and a list of recommended websites will be given. Failure to cite the internet and other non-traditional media sources in your written work constitutes plagiarism.

Additional Required Equipment: N/A

Class Assignments and Topics:

Session 1- Monday, February 1
What is Europe?
Introduction to the course. Getting familiar with the European map. Does a European identity exist? And which are the European, shared, core values?

Reading: “Europe and the identity challenge: who are “we”?”
K. Oborune, Becoming more European after Erasmus? The Impact of the ERASMUS Programme on Political and Cultural Identity, Epiphany: Vol. 6, No. 1, 2013

Session 2- Monday, February 15
Europe as a Civilization
"So long as there are coffee houses, the ‘idea of Europe’ will have content” (G. Steiner)

Reading: O. Figes, “Rethinking the European spirit” (English El Pais, 2020)
“Is there such a thing as a European identity?” (Athens Insider, 2019)
C. Ridel, “Europe is in the grip of a cult of identity. But we can fight back” (The Guardian, 2018)

G. Steiner, The Idea of Europe, pp. 1-70.

Session 3- Monday, March 1
Europe, Greta, Fridays For Future: why we (should) care about the Environment.
Reading: M.Taylor, “Greta Thunberg says EU recovery plan fails to tackle climate crisis” (The Guardian, 2020)
“Greta Thunberg brands EU's new climate law 'surrender'” (BBC, 2020)

Council of Europe, “Environment”
Michael Dobson, “The Radical Paris Agreement,” Jacobin (15 pages)

Session 4 - Monday, March 15
Europe and Migration

Reading: “Europe migration: EU plans mandatory pact to 'rebuild trust'” (BBC, 2020)
“Hundreds of migrants still dying in Med five years since 2015” (BBC, 2020)

C. Cabrejas, I.Haack, J.Martin and M.Soto, “Europe’s COVID crisis does little to disparage Mediterranean migrants”
Y.Gostoli, “Europe's chain of migrant expulsion, from Italy to Bosnia” (The New Humanitarian, 2020)
N.Zolin, “From compassion to fortress Europe — the migration crisis in pictures” (Politico, 2020)

- Happy Spring Break!

Session 5 - Monday, March 29
Europe, the Brexit, Cambridge Analytica... What’s next?

Reading: How Brexit is changing the EU (The Economist, 2019 video)

Reading:
(Foreign Policy, 2020)

J.Ball, “The real story of Cambridge Analytica and Brexit”, (The Spectator, 2020)

Session 6- Monday, April 12
The European Dream (before, during and after the coronavirus)

Reading: M.Freitas, “The European Dream? It's Europe!”
What about your European Dream?
“A visa for the European dream”
S. Fattori, “Towards the end of the European dream?”

Session 7 - Monday, April 26
Populism, Intollerance, Xenophobia, Anti-semitism, and more challenges...

Reading: “Europe and right-wing nationalism: A country-by-country guide” (BBC 2019)
P. Zerka, “Why populism in Europe will survive Trump’s defeat” (ecfr.eu 2020)
D. Lavie, “European Jews face new threat in wake of COVID-related anti-Semitism” (Israel Hayom 2020)
R. Berschinski, “The Threat Within NATO” (The Atlantic 2018)
Paul Taggart, “Populism in Western Europe,” The Oxford Handbook of Populism, 18 pages

Guest Speaker: Luca Bernardini, Professor of Polish Literature and Culture (University of Milan) TBC

Review

Session 8 - Monday, May 17
Final Exam

Class Time Expectations
In light of the unique circumstances of blended instruction, we ask students to consider the following class time expectations to ensure a productive class:

- Prepare your workspace for class, limit non-class activities during synchronous class time.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- If deemed necessary by the study away site (i.e. a COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions.
- Please be mindful of your microphone and video display during synchronous class meetings.
- Ambient noise and some visual images may disrupt class time for you and your peers.
Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the Office of Academic Support florence.academicsupport@nyu.edu as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Your Instructor

Natalia Piombino earned her PhD from Royal Holloway (University of London) and specialized in the history of the Italian South. She has been researching the way the Italian South contributed to the formation of a sense of Italian identity since the birth of the Italian state. Natalia has been teaching at various American universities for twenty years.