Instructor Information

- Name: Dr. Jason Xidias
- Office hours: Wednesdays, 3:30-4:30PM
- Email address: jasonxidias@nyu.edu

Course Description

Since 1945, European countries have sought to develop closer political, economic, legal, social, and cultural ties. This ambition has rested on the liberalist assumption that, by working together, Europe’s great powers – particularly France and Germany – could prevent a resurgence of nationalism and war.

Integration was also a means by which Western Europe’s most powerful nations could rebuild their war-torn economies and counter their imperial losses in Africa and Asia. This was considered essential in order to regain legitimacy and influence against the backdrop of Cold War superpower rivalry between the United States and Soviet Union. Historian Alan Milward has referred to this integration as “the European rescue of the nation-state.”

Over time, European integration has experienced many milestones, such as the creation of the Single Market, the reunification of West and East Germany, and the integration of 10 former communist countries. At the same time, integration has experienced many setbacks – two prominent examples have been the inability to form a more cohesive political union and Britain’s recent referendum to exit the European Union.

For Spain, European integration was an essential part of moving beyond three-and-a-half decades of dictatorship under Francisco Franco. After Spain officially became a democracy in 1978, with the signing of its new constitution, joining the European project ensured greater security, modernization, and integration into the global economy.

Since becoming a member of the European Community in 1986, Spain has reaped great economic and social benefits. It has experienced significant increases in GDP, per capita income, and export revenue, and its infrastructure has benefitted enormously from EU grants. Yet, the 2007-8 Global Financial Crisis delivered a major blow to the Spanish economy, bringing to an end the so-called Second Economic Miracle. At present, the unemployment and youth
unemployment rates are about 20% and 40% respectively. Furthermore, the European Central Bank’s austerity policies have exacerbated economic insecurity by encouraging wage cuts, layoffs, social cuts, and reductions in workers’ rights. This coupled with government corruption scandals has shaped a new national political landscape in Spain characterized by four prominent political parties, and a surging far-right.

In the first half of this course, we will begin by looking at the Franco dictatorship and Spain’s transition to democracy and EU membership. We will then turn our attention to the origins of European integration and the different theories that have sought to explain its progress and setbacks over time. Thereafter, we will analyze the structure and functioning of EU institutions and learn how they interact with the Spanish state. Finally, we will discuss the EU’s so-called democratic deficit and reflect on its historical pursuit of federalism.

In the second half of the course, we will examine key challenges that Spain and the European Union mutually face at present. Among the topics we will discuss are: austerity, the labor market and the welfare state, Catalonia and the Basque Country’s pursuit of greater autonomy, terrorism, the rise of populist politics, the weakening of traditionally dominant political parties, and Brexit.

● Co-requisite or prerequisite: N/A
● Class meeting days and times: Wednesdays, 4:30-7:20PM.

**Desired Outcomes**

**Upon Completion of this Course, students will be able to:**

- To demonstrate a thorough understanding of the history and institutions of the European Community/Union.
- To demonstrate a thorough understanding of the relationship between Spain and the European Community/Union since the end of the Franco dictatorship.
- To assess the past, present, and future processes of European integration in relation to the main theories, models, and concepts.
- To examine how European integration relates to broader global developments.
- To assess Spain and the European Union’s current opportunities and challenges.
Assessment Components

Class Participation
A: The student participates in all classes and demonstrates an informed understanding of the course readings and content.
B: The student participates in most classes and demonstrates an informed understanding of the course readings and content.
C: The student participates in some classes and demonstrates an informed understanding of the course readings and content.
D: The student rarely participates in class and demonstrates a minimal understanding of the course readings and content.
F: The student does not participate, or very rarely participates, in class and therefore does not demonstrate an understanding of the course readings and content.

Midterm Exam
The midterm exam will consist of a combination of 40 multiple-choice questions and two short answers.

Final Exam
The final exam will be cumulative and will consist of 40 multiple-choice questions and two short answers; most of the questions will relate to the second half of the course.

Oral Presentations
The two oral presentations of your essays will be graded in accordance with the Oral Presentation Rubric located in the Resources section of NYU Classes (nyu.edu/its/classes).

Essay 1
Essay 1 consists of two parts.

Part 1: Choose a research question below. Write a one-page outline that explains your preliminary thesis and essay structure. Also, include a list of at least five academic sources (that is, books and/or journal articles) that you have read thus far.

Part 2: Building on your outline, write a seven to nine-page essay on your topic.

Essay Questions:
1. What were the most significant advances in Spanish society during the Second Republic?
2. What were the most important factors that shaped the outbreak of the Spanish Civil War?
3. What were the most significant elements that shaped the Nationalists’ victory over the Republicans in the Spanish Civil War?
4. What are the foremost factors that explain why Francisco Franco remained in power for 36 years?
5. Evaluate the importance of the Marshall Plan in post-war Europe.
6. What were the most important stages in Spain’s transition from dictatorship to democracy?
7. Since Spain joined the European Community in 1986, what have been the most significant benefits and costs of its membership?
8. Can a singular theory explain post-war European integration?
9. Which European Union institution is the most powerful? Why?
10. What have been the main benefits and costs of EU enlargement?
11. Which factors best explain Euroskepticism at present? And, what accounts for variations in Euroskepticism across member-states?
12. Analyze the rise of the far-right in one European context (Italy, France, etc.) What have been the most important factors that have shaped this phenomenon?
13. Why does the EU still spend so much of its budget on the Common Agricultural Policy (CAP)? Why has this policy area proven to be so resistant to reform over time?
14. Has the EU’s cohesion policy been an economic and social success?
15. Compare and contrast the institutional structures of the United States and European Union. Is the idea of a “United States of Europe” feasible and desirable?
16. Compare and contrast the presidential system of government in the U.S. with the parliamentary system in Spain. How does each work? What are the main advantages and disadvantages of each?

Your outline is due on Wednesday, February 13th; your essay presentation will take place on Wednesday, March 6th; and your essay is due on Friday, March 15th. Please send the former and latter in Word format to: jasonxidias@nyu.edu. These should be typed in Times New Roman, 12-point font and be double-spaced. All sources should be cited in footnotes or endnotes using MLA or Chicago Manual of Style. The style guides for these formats are available online. Please label your files: outline 1/essay 1_your first and last name.

Your essays will be graded in accordance with the Essay Rubric located in the Resources section of NYU Classes (nyu.edu/its/classes).

Essay 2
Essay 2 will follow the same format as Essay 1. Your outline is due on Wednesday, April 3rd; your essay presentation will take place on Friday, April 26th; and your essay is due on Friday, May 10th.

Essay Questions:
1. Present the most important arguments for and against Catalan independence from Spain. Which side is more convincing? Why? Would it be feasible and advantageous for Catalonia to become independent?
2. Present the most important arguments for and against Scottish independence from the United Kingdom. Which position is more convincing? Why? Would it be feasible and advantageous for Scotland to become independent?
3. Present the most important arguments for and against Basque independence from Spain. Which position is more convincing? Why? Would it be feasible and advantageous for the Basque Country to become independent?
4. What are the foremost elements that shape a distinct sense of Galician regional identity? How does the government’s strategy for regional autonomy in Galicia compare to that of Catalonia and Basque Country?

5. Present the most important arguments for and against the admission of Turkey into the European Union. Which position is more convincing? Why?

6. Specify and evaluate the most important factors that have shaped the rise of two new political parties in Spain – Podemos and Ciudadanos. How do they position themselves against each other and in relation to the two traditional political parties – the PP and PSOE?

7. Evaluate the geopolitical and economic importance of Spain to the European Union. How has the EU most benefitted from Spain’s membership since 1986?

8. Specify and evaluate the most important opportunities and challenges at present in the European Union.

9. Specify and evaluate the most important factors that shaped the UK’s decision to leave the European Union.

10. Specify and evaluate the most important factors that have contributed to tensions between Russia and the West (the U.S. and Europe) since 1991. Should we view these tensions as a continuation of the Cold War or as something new and distinct?

11. Evaluate the most important factors that have shaped the current political crisis in Ukraine. Why is Ukraine so important geopolitically?

12. What are the most significant differences between the U.S. Federal Reserve and the European Central Bank? Evaluate the strengths and weaknesses of both.

13. Specify and evaluate the most important stages in the development of European Monetary Policy. What would make the Eurozone a more effective economic union?

14. Explain and assess the extent to which the EU has a common immigration and asylum policy.

15. Is the EU an effective actor in the international arena? Compare and contrast its foreign policy with that of the United States.

16. Does the current EU crisis suggest that a multi-speed Europe is needed? If so, assess the costs and benefits of this.

17. Analyze the rise of the far-right in one European context (Spain, Italy, France, etc.) What have been the most important factors that have shaped this phenomenon?

Please let me know as early as possible in the course which questions you would like to do. These will be allocated on a first-come, first-served basis. If there are over 16 students in the course, I will allow two students to do some of the essay questions above.

**Grading of Assignments**

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Essay 1</td>
<td>15%</td>
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<tr>
<td>Essay 2</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
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</table>
Failure to submit or fulfill any required course component will result in failure of the class, regardless of grades achieved in other assignments.

**Letter Grades**

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Example: 92.5% and higher</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Example: 90.0 – 92.49%</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Example: 87.5% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Example: 82.5% - 87.49%</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Example: 80% - 82.49%</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Example: 77.5% - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Example: 72.5% - 77.49%</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Example: 70% - 72.49%</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>Example: 67.5% - 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Example: 62.5% - 67.49</td>
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<tr>
<td>D-</td>
<td>.67</td>
<td>Example: 60% - 62.49%</td>
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<tr>
<td>F</td>
<td>.00</td>
<td>Example: 59.99% and lower</td>
</tr>
</tbody>
</table>
## Course Schedule

### Topics and Assignments

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| **Session 1, February 1st** | 1st half: The Franco Dictatorship and Europe  
| **Session 2, February 6th** | 1st half: The Schuman Plan and the Concept of European Union  
| **Session 3, February 13th** | 1st half: European Integration: Key Milestones and Shortcomings  

One-page outline of Essay 1 due via email.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 20th</td>
<td></td>
<td>London: Macmillan, 2012: Chapters 2, 3, and 4. 23-100 (77 pp.).</td>
</tr>
<tr>
<td>February 27th</td>
<td>2nd half: Is the EU democratic?</td>
<td>London: Macmillan, 2012: Chapters 1 and 5, 1-19; 105-129 (43 pp.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follesdal, A. &amp; S. Hix. “Why There is a Democratic Deficit in the EU: A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Response to Majone and Moravcsik.” <em>Journal of Common Market Studies</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>44 (3): 533-562 (29 pp.).</td>
</tr>
<tr>
<td>Session 6,</td>
<td>Essay 1 Presentation and Discussion</td>
<td>N/A</td>
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<tr>
<td>March 6th</td>
<td>On Friday, March 8th, we will have a</td>
<td></td>
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<td></td>
<td>Spanish Civil War tour.</td>
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<td></td>
<td>Accordingly, there will be no class on</td>
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<tr>
<td></td>
<td>Wednesday, March 27th.</td>
<td></td>
</tr>
<tr>
<td>Session 7,</td>
<td>Essay 1 Presentation and Discussion</td>
<td>N/A</td>
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<tr>
<td>March 13th</td>
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<tr>
<td>Session 8,</td>
<td>Midterm Review and Exam</td>
<td>N/A</td>
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<tr>
<td>March 20th</td>
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<tr>
<td>Session 9,</td>
<td>Due to our educational field trip on Friday,</td>
<td>N/A</td>
</tr>
<tr>
<td>March 27th</td>
<td>March 8th, there will be no class today.</td>
<td></td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Readings</td>
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</tbody>
</table>

One-page outline of Essay 2 due via email.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 13, April 26th</td>
<td>Essay 2 Presentation and Discussion</td>
<td>N/A</td>
</tr>
<tr>
<td>Session 14, May 8th</td>
<td>Essay 2 Presentation and Discussion</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Review and Exam TBA</td>
</tr>
</tbody>
</table>

**Required Co-Curricular Activities**

As indicated above, we have an educational field trip on Friday, March 8th. Consequently, there will be no class on Wednesday, March 27th.

**Suggested Co-Curricular Activities**

On Wednesday, March 27th, Professor Lee Douglas will give a talk titled “The Valley of the Fallen: The Politics of Remembering Violence in Contemporary Spain” from 2:30-3:30 in the Sala de Actos.

**Course Materials**

**Required Textbooks & Materials in Print Form**

- There are no required textbooks in print form.

**Required Textbooks & Materials in NYU Classes**

All files for the course can be found in the Resources folder of [NYU Classes](http://nyu.edu/its/classes).


“The True Cost of Austerity and Inequality: Spain Case Study.” Oxfam Case Study (2013).

Optional Textbooks & Materials
Please see below two optional readings for the course. If you would like additional suggestions, please see your instructor.


Resources
- Access your course materials: NYU Classes (nyu.edu/its/classes)
- Databases, journal articles, and more: Bobst Library (library.nyu.edu)
- Assistance with strengthening your writing: NYU Writing Center (nyu.mywconline.com)
- Obtain 24/7 technology assistance: IT Help Desk (nyu.edu/it/servicedesk)

Course Policies

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 for every
week’s worth of classes missed. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in harsher penalties including failure.

Unexcused absences affect students’ grades: In classes meeting once a week, a 2% deduction from the student’s final course grade occurs on the occasion of the first unexcused absence.

Absences are excused only for illness, religious observance, and emergencies. **Illness:** For a single absence, students may be required to provide a doctor’s note, at the discretion of the Assistant Directors of Academics. In the case of two consecutive absences, students must provide a doctor’s note. Exams, quizzes, and presentations will not be made up without a doctor’s note.

**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. Students must notify their instructor and the Academic Office in writing via email one week in advance before being absent for this purpose. If exams, quizzes, and presentations are scheduled on a holiday a student will observe, the Assistant Directors, in coordination with the instructor, will reschedule them.

**Please note:** if you are unable to attend class, you are required to email your professors directly and notify them.

**Late Submission of Work**

One letter grade per day is deducted for late assignments. Oral presentations can be made up only if a student has an excused absence.

**Academic Honesty/Plagiarism**

*At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.*

**Plagiarism:** presenting others’ work without adequate acknowledgement of its source, as though it were one’s own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another’s work
- the use of ideas, sound recordings, computer data or images created by others as though it were one’s own
- submitting evaluations of group members’ work for an assigned group project which misrepresent the work that was performed by another group member
- altering or forging academic documents, including but not limited to admissions
materials, academic records, grade reports, add/drop forms, course registration forms, etc.

- using language translation software.

For further information, students are encouraged to check NYU Policies and Guidelines on Academic Integrity (about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html)

**Disability Disclosure Statement**

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. For more information, see Study Away and Disability (https://www.nyu.edu/students/communities-and-groups/students-with-disabilities/study-away.html).