

**CAS IR 334 European Politics and Policy Challenges: Italy and the United States**  
Prof. Selena Grimaldi

**Office Hours:** Two hours per week (TBD) or by appointment  
**Office:** BU Padua, Via Dimesse 5 - 35122 Padova (Italy)  
**E-mail:** sgrimald@bu.edu  
**Phone:** Office (+39) 049 650303  
**Class Meets:** 2 hours, twice a week, Bu Padua Academic Center  
**Credits:** 4  
**Hub Units:** 1+1+1

**Course Description.**

The course will explore how and why the European Union was born as well as the concept of *Europeanization*. Starting from this topic, students will learn how EU member states differentiate themselves in terms of institutional setting, party systems, politics and policies. By observing the current political and institutional development of the European member states, and drawing a comparison with the U.S., the course also aims at exploring a possible democratic deficit in the EU and the multi-level policymaking in Europe.

The course is divided in two parts. In first part of the course, students learn about political science concepts such as governments, parliaments, parties and the EU institutional framework. They focus on a comparative perspective to look at a sample of EU member states, including Italy, and analyze academic debates related to representation and democracy.

In the second part of the course, students explore some of the most important topics for the EU and its member states, such as migration, human rights and security policies, gender distribution in the political institutions, foreign and environmental policies.

During the course, students acquire and use the methodological tools of political and social inquiry; they learn how to design a survey, make interviews, code and analyze data, and present the results of their empirical findings.

**BU Hub Learning Outcomes**

This course satisfies the following requirements for the BU Hub:

*The Individual in Community (1 unit) - Hub Learning Outcomes*

1. *Students will analyze at least one of the dimensions of experience—historical, racial, socioeconomic, political, gender, linguistic, religious, or cultural—that inform their own worldviews and beliefs as well as those of other individuals and societies.*
2. *Students will participate respectfully in different communities such as campus, citywide, national, and international groups, and recognize and reflect on the issues relevant to those communities.*

In order to meet the above Hub learning outcomes, by the end of this course students will be able to:

1. Students observe and analyze matters related to political, cultural, gender, and national diversity, and migration as shaped in Europe, Italy and in the U.S., with a particular focus on the Veneto region where they study abroad.
2. Students immerse themselves in Italian communities by living with local host families or in local university dorms with Italian students, at their internship placements, or taking courses at the University of Padua. In class and outside of it, they make reflections and share views with locals on a number of cultural, political and life matters.

## Social Inquiry II (1 unit) - Hub Learning Outcomes

1. Students will apply principles and methods from the social sciences based on collecting new or analyzing existing data in order to address questions, solve problems, or deepen understanding. They will understand the nature of evidence employed in the social sciences and will demonstrate a capacity to differentiate competing claims in such fields. This includes reflecting on and critically evaluating how social scientists formulate hypotheses, gather empirical evidence of multiple sorts, and analyze and interpret this evidence.
2. Using their knowledge of the natural and social sciences, students will engage with issues of public policy, such as climate change, inequality, and health, that involve the intersection of perspectives from different disciplines. This would entail an ability to identify the evidentiary basis for scientific claims, the challenges to it, and the connections among the economic, social, and scientific factors that shape the creation and adoption of effective public policy.

In order to meet the above Hub learning outcomes, by the end of this course students will be able to:

1. Describe and analyze evidence, discuss and critically evaluate the strengths and the weaknesses of European policy outcomes. Students challenge themselves by identifying and accessing reliable sources and resources for social and political inquiry, and use the various methods developed in class; they identify relevant data, reports and use methodological tools to complete the assignments of the course such as reports and questionnaires.
2. Students engage with issues that affect the politics and the decision making of the Eu and its member states (e.g. migration, human rights and security policies, gender distribution in the political institutions, foreign and environmental policies). They approach socio-political issues using methodological tools such as reports and questionnaires through which they identify relevant data, run interviews, analyse the reliability of the collected data and write a scientific report describing facts and analyzing the possible creation/adoption of effective public policies.

### **Program learning outcomes**

Bu Global Programs/study abroad learning outcomes for BU Padova Italian and European Studies Program and Padua Internship program

<https://www.bu.edu/provost/planning/program-learning-outcomes-assessment/27362-2/#globallo>

### **Learning Outcomes for IESP Program**

- Develop new perspectives on one's own culture and an ability to think critically about one's own values and beliefs.
- Demonstrate increased proficiency in Italian language from elementary to low-intermediate level.
- Demonstrate knowledge of Italian culture with respect to three of the following areas: history, politics, economics, religion, literature, film and the arts.
- Develop an awareness of cultural difference and an understanding of culture's role in shaping beliefs and practices.

### **Learning Outcomes for PIP Program**

- Students begin to understand local work culture, workplace dynamics, professional expectations, and cultural values that shape them.
- Students develop knowledge of skills appropriate to the field of the internship placement, including professional and inter-cultural communication, through written, verbal, and nonverbal means.
- Students refine and clarify professional and career goals through analytical reflection on their internship experience and research project.

### **Instructional Format, Course Pedagogy, and Approach to Learning**

The course is based on an interactional approach in which students are directly involved in learning and in research activities. The course includes lectures, on-site classes, group discussions, in-class investigation projects and talks by guest speakers. Lessons are not only meant to present, explain and review course content and readings, but to put into practice the main theories and concepts of political science and comparative politics, to organize political, historical and socio-cultural information, and exercise critical thinking through debates and class discussions.

Students learn how to identify and access reliable sources and resources and use the methodologies of political and social inquiry to design a survey and prepare and conduct interviews. In addition to this, students observe EU policy outcomes and power relations within institutional bodies by preparing report papers in which they collect and analyse data to support their positions and arguments. Students work individually and in group sharing information and giving and receiving appropriate feedbacks.

Role plays, debates, case studies, brainstorming, as well as conceptual maps are part of the course activities and help students classify, organize and summarize major concepts and contents of each class.

By doing a midterm exam students demonstrate knowledge of basic political concepts, theories and facts related to the course content as well as their ability to use a specific scientific vocabulary.

In writing a final paper students demonstrate to be able to present the findings of the empirical research they have conducted and theoretically frame it in relation to the EU politics and policies studies in the course.

Guest lectures and on-site classes provide students with the opportunity to enrich their knowledge, shape questions and share reflections as well as interact with local institutions, associations or entities related to some of the main topics of the course.

### **Course Materials (required)**

- Laptop
- ***Text book to be purchased independently:***

Kenealy D., J. Peterson & R. Corbett (2018), *The European Union. How does it work?*, Oxford, Oxford University Press (chapters 2,3,5,7,9).

- ***Required readings available on the Blackboard site of the course:***

Bale T. (2017), *European Politics. A comparative introduction*, Houndmills, Basingstoke, Hampshire Palgrave Macmillan (chapters 5).

Benson D. and Adelle C (2013), *EU environmental policy after the Lisbon Treaty* in A. Jordan and C. Adelle (edited), *Environmental Policy in the EU: Actors, institutions and processes*, London-NY, Routledge pp. 32-48

Boswell C. & A. Geddens (2011), *Migration and Mobility in the European Union*, Basingstoke, Palgrave Macmillan (chapters 1, 9).

Bulmer S. & Lequesne C. (2013), *The European Union and its Member States: An Overview*, in Id. *The Member States of the European Union*, Oxford, Oxford University Press, Chapter 1, pp. 1-28.

Cerami A. (2011), *Human rights and the politics of migration in the European Union*, in E. Carmel, A. Cerami e T. Papadopoulos (eds.), *Migration and welfare in the new Europe. Social protection and the challenges of integration*, Bristol, The Policy Press, pp. 67-84.

- Delreux T. (2013), *The EU as an actor in global environment politics*, in in A. Jordan and C. Adelle (edited), *Environmental Policy in the EU: Actors, institutions and processes*, London-NY, Routledge pp. 287-306.
- Gideon, L. (Ed.) (2012), *Handbook of Survey Methodology for the Social Sciences*, Springer.(Chapters: 1,7,8 and 14).
- Kreppel A. (2011), *Legislatures*, in D. Caramani, *Comparative Politics 2nd edition*, Oxford, Oxford University Press, Chapter 7, pp.122-140.
- Mead W.R. (2014), "The return of geopolitics: the revenge of the revisionist powers", *Foreign Affairs*, vol. 93, no.3, pp. 69-79.
- Müller C. W. (2011), *Governments and Bureaucracies*, in D. Caramani, *Comparative Politics 2nd edition*, Oxford, Oxford University Press, Chapter 8, pp.142-161.
- Müller-Rommel F. & Vercesi M. (2017), "Prime ministerial careers in the European Union: does gender make a difference?" *European Politics And Society*, Vol. 18, No. 2, 245–262.

- **Web sources for in class investigation projects, available on BB page of the course:**

The European Union: [https://europa.eu/european-union/index\\_en](https://europa.eu/european-union/index_en)  
Eurostat: <https://ec.europa.eu/eurostat/data/database>  
ParlGov database: <http://www.parlgov.org/explore/>  
Eurobarometer interactive: <http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/Chart/index>  
Debating Europe: <https://www.debatingeurope.eu/debates/>  
International Organization for Migration (IOM): <https://www.iom.int/>  
MIPEX: <http://www.mipex.eu/>

## Assignments and Grading

Attendance and participation	10%
2 3-page report papers	30% (10% each)
Survey project	20% (questionnaire & data analysis, in group 10%, individual interviews 10%)
Mid-term exam	20%
Final Paper	20%

### **Attendance and participation** (*The Individual in Community, Global Citizenship & Intercultural Literacy*)

Students are responsible for reading all the course readings in full, attending class and participate in on-site lessons and activities. In-class students actively engage in discussion and analysis of case studies, peer-teaching, role plays and group discussions. To prepare for active participation in class, students will search and collect data, read on-line articles and watch videos or movies suggested by the professor before and during class. Students engage in the academic community and contribute to the success of the course. An active exchange and discussions are an opportunity for students to increase intercultural learning.

### **2 report papers** (*The Individual in Community, Global Citizenship & Intercultural Literacy, Social Inquiry II*)

Students engage in writing two 3-page report papers on three of the main topics of the course: gender distribution in cabinets and a comparison between Europe and the U.S. in relation to climate change policies and actions.

To complete each assignment, students conduct an empirical research referring to official institutional websites, data portals and statics sources as specified by the instructor (i.e. Eurostat, Oedec, Eurobarometer, etc.) and following the detailed instruction available on the Blackboard page of the course. Students focus on the use of certain indicators (i.e. Greenhouse gas emissions, Renewable energy) and create charts to summarise the results per country and per region. Through these assignments, students identify and access official sources and collect reliable data, read that data and extract meaningful information by answering

specific questions provided by the instructor (i.e. Use a gender perspective to discuss the similarities and differences between the career paths of executive members; How much is the use of renewable energy sources increasing in the selected country and in the EU as a whole?; What is the share of women/working-age immigrants in the countries under investigation?).

As a conclusion of their analysis, students compare the European and the Italian contexts with their home country. Finally, by using the collected data and applying the political and social inquiring criteria studied in class, students critically and appropriately express personal points of view and considerations according to the topics of each report.

This 3-page individual report paper must be sent by e-mail as a word document file to the professor ([sgrimald@bu.edu](mailto:sgrimald@bu.edu)):

Report paper 1: due on day of Lesson 6

Report paper 2: due on day of Lesson 14

### **Survey project** (*Social Inquiry II, The Individual in Community, Global Citizenship & Intercultural Literacy*)

Students will work on this assignment both during the first and the second part of the course. Through the various phases of the project, students will learn methods and techniques for social research, with particular reference to the organization of surveys, research sources, and data analysis (Gideon, 2012; Gobo & Mauceri 2014).

To complete the survey project, the students will use a research approach that will allow them to combine and analyze both quantitative and qualitative data and receive and organize different kinds of information.

The approach adopted relies on the pragmatic paradigm that provides an underlying philosophical framework for mixed methods research (Maxcy, 2003; Patton, 2002; Tashakkori and Teddlie, 2003 ). This research approach allows students to use mixed data (numbers and text) as well as other means (statistics and text analysis) for investigation.

The project consists of three parts;

- a) *preparation of a semi-structured questionnaire (in group)*
- b) *use of a survey to conduct interviews (individual)*
- c) *data analysis (in group)*

a) *Survey*: in groups, students learn how to prepare a semi-structured questionnaire. Each group will focus on a specific topic either regarding people's attitude towards the EU or towards migrants. To accomplish this task, students do research on their own following the guidance of the instructor. Outside of class, they gather data, academic publications and questionnaires on the selected topic, and show to be able to appropriately use sources and databases, recognize and select reliable information and conduct research. In class students organize and use information to draft a questionnaire.

At the end of this phase students will critically read the results of a survey and manage different research sources and official statistics.

The final version of the survey is due the day of Lesson 9 as a word document file to be sent to the instructor by e-mail ([sgrimald@bu.edu](mailto:sgrimald@bu.edu))

b) *Individual interviews*: using the survey prepared in class, each student conducts 10 interviews. Through this assignment, students learn to appropriately interact with people of different age, social, cultural and geographic background. The assignment gives them the opportunity to directly experience and confront with different situations and gain a deeper intercultural awareness. During the interviews students learn how to provide a comfortable experience to respondents, recall general intentions of the survey, rephrase questions, show interest and respect about people's opinions and considerations.

By working on this assignment, students are directly involved in practical research activities, achieve basic statistic reasoning and develop problem solving skills.

Interviews must be handed in printed form to the professor ([sgrimald@bu.edu](mailto:sgrimald@bu.edu)) on the day of Lesson 15.

c) *Data Analysis (in group)*,

Students in group codify data by employing a codebook and a specific matrix provided by the professor. After coding, students produce specific outputs such as frequency tables and graphs useful for the final paper. Through this task, students learn how to process data, in both quantitative form (such as questionnaires results), and qualitative form (such as interview transcripts), so as to categorize information to facilitate the analysis.

This assignment gives students the opportunity to face data collection problems with particular reference to data processing methods for both matrices of data (observations per variables) and textual data.

Data analysis is due by e-mail ([sgrimald@bu.edu](mailto:sgrimald@bu.edu)) as an EXCEL file the day of Lesson 17

### **Midterm Exam** (*Individual in the Community, Global Citizenship & Intercultural Literacy*)

The midterm exam will take place during week 6 and will include 20 multiple choice questions, one fill in exercise (concepts, theories, institutional structure and functions, dates, treaties etc. ) and two short open questions (definitions and political science vocabulary (i.e. what is a minimum winning coalition?; give a definition of cartel party).

Through the midterm exam students demonstrate their knowledge of the European Union and its institutions, as well as the role of Member States in modern politics and society. In addition, students demonstrate to have acquired the basic scientific vocabulary related to Political Sciences.

### **Final Paper** (*Social Inquiry II, The Individual in Community, Global Citizenship & Intercultural Literacy*)

Students write an 8-page paper (Times New Roman 11, line-spacing 1.5). In so doing, they synthesize and critically analyze the data collected during the survey project.

The topic of the final paper will be discussed with the instructor on the day of Lesson 11

An outline of the paper including the following information: structure of the final paper, identification of the topic, main thesis and bibliographical research on the topic. Due the day of Lesson 13

In the final paper students will:

- briefly introduce the topic of the paper and its theoretical implication;
- explain and contextualize the research question, the main thesis or argument they would like to develop in the paper and the methodology applied;
- analyze and discuss data;
- organize and critically express personal reflections about the research on the field;
- focus on specific problems encountered in dealing with the survey project;
- appropriately include and organize references.

Through this assignment students will learn how to write a scientific paper by following a specific academic structure (text divided into sections: i.e. Introduction, Literature Review; Research question and design; Data presentation and Discussion; Conclusion; References) and developing scientific reasoning (i.e. isolating a specific research question; identify a thesis; place the thesis in an academic debate; find empirical evidence to confirm or disconfirm theories).

Final papers must be sent by e-mail as a word document to the professor ([sgrimald@bu.edu](mailto:sgrimald@bu.edu)) by day of lesson 20.

## **Class and University Policies**

### **Examinations**

All academic commitments must be completed before you leave the site; no incompletes are permitted. Students who do not complete a course on time will be given an F. Students are required to sit their examinations on the dates, at the times, and in the same classroom as the other students in their class. If a student is ill or has another extenuating circumstance which causes the student to be absent from a

scheduled examination, he/she must provide appropriate documentation and receive approval from the Director.

### **Attendance**

Students should note that attendance will be taken into account by faculty. Boston University Padua students are expected to attend each and every class session, tutorial, on-site class, internship work appointment, and activity required for the class as indicated in the syllabus. Any student with irregular class attendance may have his/her final grade penalized.

### **Absences**

Unjustified absences from class, and any class related activity, will affect the students' participation grade, which will be lowered by one letter grade for each absence.

### **Absence for Religious Reasons**

According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examinations or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section. Students who have questions about practicing their religion while abroad should contact Boston University Study Abroad.

### **Lateness**

Students arriving more than 10 minutes after the posted class start time will be marked as late. Being late three times is equivalent to missing one class.

### **Late Assignments**

Students are expected to turn in all course assignments on time as stated in each course syllabus. Late assignments will not be accepted and missed assignments will automatically be awarded an F. Please note that all coursework must be completed by the end of the program.

### **Plagiarism**

Simply stated, plagiarism is taking another's work and presenting it as you own. Definitions of plagiarism frequently include terms such as 'theft' or 'steal'. Plagiarism is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. For more details please see Boston University's Code of Student Responsibilities: <http://www.bu.edu/lifebook/universitypolicies/policies-code.html>

### **Disability accommodations**

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Disability and Access Services office (DAS) at 617-353-3658 to coordinate any reasonable accommodation requests. For more information, please visit: <http://www.bu.edu/disability>

### **Interruption of program or early departure**

Only in serious cases – mostly related to medical emergencies – the Director will allow a student to take a significant break during the program or to leave before its official conclusion. Official written approval must be received by the Director.

### Academic Advice

The Director and Assistant Academic Director serve as the head of the faculty and as academic advisors. The Director/Assistant Academic Director is available on an appointment basis to assist students with academic issues. For academic advice regarding students' home institutions' policies and transfer credit information, non-Boston students should also contact their school's academic advisors.

### Tutorials

BU faculty are available by appointment for students who may need support in the learning process. We strongly encourage you to take advantage of this resource. Students in the past found it very useful to succeed. Students who receive a C on a test must seek support from faculty.

### Schedule of Classes and Assignments

#### Lesson 1

Introduction and organisation of the course & Member States (MS) and Europeanization  
Concept of Europeanization and the importance of MS according to IR theories and neo-institutionalism.  
Students engage in the following observation: How to classify Member States by using maps (Founding members vs. latecomers; Large-Medium vs. Small-Countries; Rich vs. Poor countries; Europeist vs Euroskepticist states)

#### Reading:

- Bulmer S. & Lequesne C. (2013), *The European Union and its Member States: An Overview*, in Id. *The Member States of the European Union*, Oxford, Oxford University Press, Chapter 1, pp. 1-28.

Websources:

[https://europa.eu/european-union/index\\_en](https://europa.eu/european-union/index_en)

<https://ec.europa.eu/eurostat/data/database>

#### Lesson 2

The European Integration process. After examining the major successes and failures of the integration process students will be engaged in the following activity: *Teaching to other: The European Founding Fathers*

#### Reading:

-Dinan D. (2018), *How did we get there?* In D. Kenealy, J. Peterson, R. Corbett (eds), *The European Union. How does it work?*, Oxford, Oxford University Press, Chapter 2, pp. 24-44.

Websource: [https://europa.eu/european-union/about-eu/history\\_en](https://europa.eu/european-union/about-eu/history_en)

-**To prepare for class:** Collect information on Jean Monnet, Robert Schuman, Paul-Henri Spaak, Altiero Spinelli, Konrad Adenauer, Walter Hallstein by following instructions and sources available on Blackboard.

#### Lesson 3

Governments in Europe. Different forms of government and the most common types of governments in Europe. Students will be actively engaged in the following *Investigation project*: Majority vs. minority governments in Europe: exploring ParlGov dabase. Instructions available on Blackboard.

#### Reading:

-Müller C. W. (2011), *Governments and Burocracies*, in D. Caramani, *Comparative Politics* 2nd edition, Oxford, Oxford University Press, Chapter 8, pp.142-161.

Websource: <http://www.parlgov.org/explore/>

#### Lesson 4



Parliaments in Europe. Structure and main functions of Legislatures in European MS. Students will be actively engaged in the following *Investigation project*: Comparing size and structure of European Committees in Member States' Parliaments. Instructions available on Blackboard.

Reading:

-Kreppel A. (2011), *Legislatures*, in D. Caramani, *Comparative Politics* 2nd edition, Oxford, Oxford University Press, Chapter 7, pp.122-140.

Websources: available on Blackboard.

### Lessons 5

The Institutional Framework of the EU. The structure and the main functions of the European Commission, the Council of Ministers, The European Parliament and the European Council. Students will be actively engaged in the following activity: *Cases studies and teaching to other*: Who are they?

Commissioners, MEPs and the European Council members.

Reading:

-Corbett R. , J. Peterson, D. Kenealy (2018), *The EU's Institutions*, in (Id.) *The European Union. How does it work?*, Chapter 3, 47-71.

Websource: Available on Blackboard.

**To prepare for class:** Collect information related to gender, nationality, party affiliation, political profile of the members of the EC, the EP and the European Council by filling a specific template available on Blackboard.

### Trip to an Italian national/regional political legislature

Visit to an Italian national or regional political organism. Students will gain first hand experience on the structure, composition and peculiarities of an Italian political organism.

### Lesson 6

How to develop a questionnaire (Survey Project). Definition of the objectives of questionnaires and knowledge of possible types of questions. Practical clues on how to write questions in order to avoid bias and pitfall. Students will be actively engaged in the following activity: *Brainstorming* on the objectives of their specific questionnaire related to citizens' attitude towards the EU or towards migrants: what kind of information is needed?

Readings:

-Stoop I. & E. Harrison (2012), *Classification of Surveys*, in Gideon L. (ed.), *Handbook of Survey Methodology for the Social Sciences*, Springer.pp. 7-21.

-Gideon L. (2012), *The Art of Questioning Phrasing*, in Gideon L. (ed.), *Handbook of Survey Methodology for the Social Sciences*, Springer.pp. 91-107.

**First report paper due**

### Lesson 7

Parties in Europe and the Europeanization of political parties. The formation, organization and crisis of European parties and the traditional European party families. Students actively engage in a role play in which they give a 3-minute public speech on migration issues pretending to be the leader of a specific European party group.

Reading:

-Bale T. (2017), *Parties – how the past affects the present, and an uncertain future*, in (Id.) *European Politics. A comparative introduction*, Houndmills, Basingstoke, Hampshire, Palgrave MacMillan, Chapter 5, pp.143-186.

**To prepare for class:** Students identify the political position of a specific EU party in the left and right continuous; learn about its position on migration, gather information about party chairman/woman by using web resources. Finally, students prepare a 3 minute speech on a migration issue pretending to be the leader of a specific European political group.

## Lesson 8

Designing Survey in class (Survey Project). Students will be divided in two groups (Team A and Team B). Team A write a questionnaire to understand the attitude of locals towards the EU. Team B write a questionnaire to understand the attitude of locals towards migrants (50 minutes).

After this team-work, students peer review the questionnaire of the opposing team by trying to find possible bias, pitfalls or inconsistencies (40 minutes).

### Readings:

-Gideon L & P. Moskos (2012), Interviewing, in Gideon L. (Ed.), *Handbook of Survey Methodology for the Social Sciences*, Springer, pp. 109-118.

To prepare for class: Research on the two selected topics (Attitude towards the EU/Migration) by collecting papers, data, academic researches or similar questionnaire previously administered by certain public opinion institutes.

## Lesson 9

Gender and politics in Europe: From political empowerment to inclusion? Womens' political empowerment, political empowerment at the elite level, institutional and party factors and pathways to power. Students actively engage in a class discussion on women's presence in some European member states institutions and in the U.S..

Part of the class will be devoted to the organization of the interviews (Survey project): how to contact people, when administering the survey.

### Reading:

-Müller-Rommel F. & Vercesi M. (2017) Prime ministerial careers in the European Union: does gender make a difference?« *European Politics And Society*», Vol. 18, No. 2, 245-262.

### **Final survey due**

## Lesson 10

Democracy and Legitimacy in the EU and the US. Assessing the Democratic deficit in the EU by taking into account the following dimensions: representation, separation of powers, accountability, fundamental rights and party pluralism.

Students actively engage in an investigation project in which they compare Political Rights, Civil Liberties and the overall score provided by Freedom House in a sample of MS. What are the strengths and the weaknesses of these countries in comparison to the U.S.?

### Reading:

-Corbett R. (2018), Democracy in the European Union, in D. Kenealy, J. Peterson & R. Corbett (eds.), *The European Union. How does it work?*, Chapter 7, 141-159.

### Websource:

<https://freedomhouse.org/report/freedom-world/freedom-world-2019/map>

To prepare for class: Read the last County Profile of the US provided by Freedom House and identify weaknesses and strengths of U.S. democracy.

## Lesson 11

Part of the class will be devoted to address problems students may have encountered with the research on the field and in particular how to manage unforeseen reactions (Survey project) .

The last part of the class will focus on the review before midterm recalling of the most important concepts, theories and themes developed in the first part of the course.

### Readings:

-Neuman W. L. (2012) Designing Face-to-Face Survey, in Gideon L. (Ed.), *Handbook of Survey Methodology for the Social Sciences*, Springer, pp. 227-248.

Identification of the research question of the final paper

## MIDTERM (2 HOURS)

### Lesson 12

Key policies and Special focus on Environment policies. Market-building, market-correcting and market-cushioning policies in the EU- focus on the latter and especially on the EU environmental policy after the Lisbon Treaty. Students actively engage in a debate on the following topic: Are Environmental movements influencing the EU policy-making?

#### Readings:

-Peterson J. & A. Sbragia (2018), *Key policies*, in D. Kenealy, J. Peterson & R. Corbett (eds.), *The European Union. How does it work?*, Oxford, Oxford University Press, Chapter 5.

- Benson D. and Adelle C. (2013), *EU environmental policy after the Lisbon Treaty* in A. Jordan and C. Adelle (edited), *Environmental Policy in the EU: Actors, institutions and processes*, London-NY, Routledge pp. 32-48.

Web resources:

<https://www.debatingeurope.eu/?s=environment>

**To prepare for class:** Collect information about Greta Thunberg and her claims. Collect information on major environmental movements in the US in preparation for debate.

### Lesson 13 – GUEST LECTURE

Environmental Policies in the EU

The guest lecture will focus on the evolution of EU environmental policy. From the perception of EU environment policies as a new and precarious gate-crasher among the EU's competencies to its definition as an established part of the EU's identity and purpose.

#### Reading:

Delreux T. (2013), *The EU as an actor in global environment politics*, in A. Jordan and C. Adelle (edited), *Environmental Policy in the EU: Actors, institutions and processes*, London-NY, Routledge pp. 287-306.

**Outline of the final paper due**

### Lesson 14

The EU foreign policy. The Common Security and Defence Policy (CSDP) and the Common Foreign and Security Policy (CFSP) as major policy weakness of the EU. Students actively engage in a brainstorming on the following topic: Would a European army be beneficial? Why?

#### Reading:

-Peterson J. & Helwig N. (2018), *The EU as a Global Actor*, in , D. Kenealy, J. Peterson & R. Corbett (eds.), *The European Union. How does it work?*, Oxford, Oxford University Press, Chapter 9.

Web sources: <https://www.debatingeurope.eu/debates/>

**Second Report Paper to be due**

### Lesson 15 – GUEST LECTURE

Geopolitics: pushing and pulling in the triangle USA- the EU- Russia.

This lesson analyzes how the U.S. and most of European countries misread the collapse of the Soviet Union which is trying to overturn the post Cold War world order, even after the ideological triumph of liberal capitalist democracy over communism.

#### Reading:

Mead W. R. (2014), "The return of geopolitics: the revenge of the revisionist powers", *Foreign Affairs*, vol. 93, no.3, pp. 69-79.

**Interviews due**

### Lesson 16

Data analysis (Survey Project). Data coding by employing a codebook and a specific matrix. Students will produce specific outputs such as frequency tables and graphs to be used for their final papers. See instructions on Blackboard.

### Lesson 17

Migration in Europe. Introduction of basic concepts such as international migrant; difference between migration and mobility in the EU; types of migration. Focus on European migration crisis in 2015. Students actively engage in a debate on the migration crisis in Italy as showed in Gianfranco Rosi's docu-movie *Fire at Sea*.

#### Reading:

-Boswell C. and A. Geddens (2011), *Studying Migration and Mobility in the European Union*, in (Id.) *Migration and Mobility in the European Union*, Basingstoke, Palgrave MacMillan, chapter 1, pp. 1-18.

**To prepare for class:** watch the docu-movie *Fire at Sea* by Gianfranco Rosi (2016) at home and prepare for class discussion.

**Data analysis due**

### Lesson 18

Human Rights and policy of migration. History of Human Rights, needs versus rights, human rights and citizenship, human rights approach of the EU. Students actively engage in a brainstorming activity and the creation of a Conceptual map on the following topic: which rights would you be willing to give up in order to ensure public security?

#### Reading:

-Cerami A. (2011), *Human rights and the politics of migration in the European Union*, in E. Carmel, A. Cerami e T. Papadopoulos (eds.), *Migration and welfare in the new Europe. Social protection and the challenges of integration*, Bristol, The Policy Press. chapter 4, pp. 67-84.

Websource: <https://historia-europa.ep.eu/en/educators-teachers/classroom-activities/treated-equals-human-rights>

**To prepare for class:** read all digital resources available on Blackboard for this class

**After class:** Individual appointments to discuss the progression of the final paper

### Lesson 19

On-site class in Venice. Third sector institutions for immigrant integration: the case of CARITAS "CAS" (Extraordinary Reception Centre) of the Patriarchate of Venice.

Students will meet the staff that support asylum seekers and migrants to deals with general topics of everyday life such as medicine and health, notions and legal aspects, hints on labor law and home economics.

### Lesson 20

Immigrant integration. Assimilation, multiculturalism, social inclusion and civic integration. Assessing integration policies through the MIPEX index. Students actively engage in an investigation project. They use MIPEX to assess strengths and weaknesses in a sample of EU member states and compare these findings with those of the US.

#### Reading:

-Boswell C. and A. Geddens (2011), *Immigrant Integration*, in (Id.), *Migration and Mobility in the European Union*, chapter 9, pp. 201-221.

Websource: <http://www.mipex.eu/>

**To prepare for class:** identify strengths and weaknesses of US integration policies by using MIPEX data

**Final paper due**

