

# EUROPE in the WORLD: Transnationalisms, Globalism, and Diverse Geographies of Europe



This course will focus on the diverse and shifting geographies of Europe. The expansion and consolidation of the European Union; a 'borderless' Europe versus 'Fortress Europe'; post-socialism and post-fascism in Central and Southern Europe; economic globalization; and post-colonial immigration will be among the topics we engage with in developing an understanding of the transformations afoot on the European continent. Central to the goal of the course is demonstrating how current transformations in Europe are informative of and influence global processes as well as how broader global trends translate into European societies.

INTL 3000 006  
GEOG 3000 006

# **EUROPE in the WORLD: Transnationalisms, Globalism, and Diverse Geographies of Europe**

Fall 2013  
Mondays & Wednesdays  
2:00-3:15pm  
Denny Hall- Rm. 106

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## **Course Description**

In this course we will focus much of our attention on the diverse and shifting geographies of Europe: the expansion and consolidation of the European Union; a 'borderless' Europe versus 'Fortress Europe'; post-socialism and post-fascism in Central and Southern Europe; economic globalization; and post-colonial immigration will be among the topics we engage with in developing an understanding of the transformations afoot on the European continent. Central to the goal of the course is demonstrating how current transformations in Europe are informative of and influence global processes as well as how broader global trends translate into European societies.

The course is an upper division undergraduate course focused on the processes and patterns of transnational and global Europe, and the ways in which these processes and patterns are reshaping everyday lives, economies, and places across the continent and beyond. The course is readings-based, organized around key texts and topical/thematic foci. Throughout the semester, regional and national case studies will be integrated into readings, discussions, and exercises. In addition to scholarly readings, students will be exposed to primary texts such as speeches, pamphlets, EU documents, social movement publications, art group exhibitions, statistical data, as well as papers by government and non-government agencies dealing with social issues of various kinds.

The European continent is today considered to be in a period of intense fluctuation. The lands from where key forms of social organization in the modern period came, such as "state" and "nation", are being challenged through processes such as EU integration and transnational immigration. Even the definitions, meanings and spatializations ascribed to terms like 'Europe' and 'European' have become points of intense debate and conflict as can be seen in the controversy over Turkey's candidacy to the EU or the Russia-Georgia war of 2008. Europe, and especially the spaces of the EU, are often internationally seen as testing grounds for ideas such as regional bloc formation and the transition from industrial to 'knowledge' economies or 'cognitive capitalism'. In these regards the fluctuations afoot in Europe today are of geopolitical importance far beyond its borders.

The goal of the course is then to both destabilize and re-situate our understandings of Europe from multiple perspectives with the hope that we will be better able to embrace the complexity of current social processes.

Class time will consist of lectures that contextualize the readings, discussion of selected readings and class topics, different class exercises and possible quizzes. Videos and films will be integrated into class times whenever possible, and arranged outside of class time when necessary.

### **3 Key things to keep in mind:**

-You will be expected to engage in **critical thinking** during this course. This does not mean trying to discredit and degrade the concepts proposed by authors. By critical in this course we will mean to engage the text with the following goals in mind: examining the context in which they are writing, the audience for whom they are writing as well as trying to challenge ourselves and our assumptions. One helpful insight to keep in mind during every reading is: how issues are being a) named, b) spatialized and thus c) categorized?

-I encourage you to challenge and debate one another (including the instructor!). This must always happen in a spirit of collegiality and respect. The space of the classroom will be a 'safe' space for people to express themselves, their perspectives and their questions. For further understanding of this please refer to the section "civility" in the appendix on University/Course policies

#### **Course Objectives:**

Upon completion of this course the student will:

-Build a broad knowledge base as to multiple social, economic and cultural processes operating at a global level that are transforming the European continent in specific ways

-Gain insight into how Europeanization or European integration, is influencing or intervening in other parts of the world

-Become accustomed to extracting and organizing analysis of a situation from different kinds of sources (scholarly journals, news reports, policy documents, political lobbies, community organizations and artwork)

-Develop familiarity with different sorts of assessment tools that can improve written and oral presentation skills.

#### **Course Requirements and Evaluation**

Though your grade will be ultimately instructor-evaluated, this course will introduce different methods of self-evaluation. These will be introduced and discussed as the semester progresses. These methods will not be used as a way of enforcing self-discipline. Rather the goal is to be able to further hone the critical thinking and writing skills you bring to and develop throughout this semester.

##### **a. Participation (total 25%)**

This is absolutely mandatory! Given the amount of reading and the difficulty of the material, your presence in class and participation in discussions and debate is key to your success.

There will be lecturing during the course especially to tease out themes and key concepts but much of the work will also be accomplished through class discussions. Participating in discussion doesn't mean knowing or understanding everything beforehand- any questions about unclear material or fuzzy concepts is a valid and worthy form of participating. Please make sure to ask whatever is on your mind while engaging the course concepts.

Depending upon the material being dealt with and the quality of discussion, other methods of evaluating your understandings of the readings, such as pop quizzes, maybe used during the term. If you are absent on the day a quiz is given, and have not let me know prior to that day, you may not be allowed to make up the quiz.

**a.1.** Given that this is an upper-level course there is not an attendance grade. I believe it is your responsibility to manage your own presence in class, I am not a police or truancy officer. Nonetheless attendance will be taken, both to assist me in familiarizing myself with you and as a way to gauge/straw poll a part of the participation grade. Though you will not be directly penalized for absences, if you know ahead of time that you will need to miss class or have any kind of documentation of absences please let me know as soon as you can. Of course you will be responsible for making up work. Take note, that consistent and/or disruptive absence will be penalized and I may ask you to withdraw from the course.

Your attendance will form part of your participation grade. At the same time, merely occupying a chair during class time will not be enough to make it through the course. For one, **reading the assigned material is imperative!** You will be expected to have read all material assigned for the day when you arrive in class. Nearly all the readings are either posted on Moodle under course documents (organized by week) or available on Internet.

**a.2.** Some of the readings will require you to reread paragraphs several times over in order to understand them, for other readings a skimming for key concepts will give you enough. As an instructor I know that there are days when it will be harder than others to accomplish everything. Nonetheless, if you feel that you will repeatedly be unable or unwilling to get through approximately 80% of the material even on your bad days, then you should reconsider taking the course.

For some of the weeks, I will ask students to present some of the readings. These will form part of your participation grade. The presentations are not meant as a test of your ability to master the readings and make conclusions about them. The goal rather, is to *briefly* present some of the main points of the readings, and then focus on raising questions about items, ideas, etc. that you or your group did not understand or maybe disagreed about, and when possible relate it to your own experiences or to current events. Your presentations should **not** be summaries of the material. The presentations will serve as a way to initiate class discussions. **Make sure to consult the Oral Presentation Guidelines supplement before beginning this assignment.**

**a.3.** As the semester progresses, I will require pre-class online discussions on Moodle. These will be class reading and theme based. The purpose is to rev motors for in-depth exploration and discussion on the topics for a given week. All class members will be expected to participate and responses will be assessed for quality and engagement with class material and fellow classmates.

#### **b. Reading Response (15%)**

You will be expected to submit one short response piece during the semester. These will be individual assignments and you will be asked to sign up for the day that you would like to 'respond' to.

The responses should be about 4-5 typed pages in length and should reflect your understandings of the reading material for that day. They may focus on one particular reading (although should draw on others) or you may use various pieces, including readings from previous classes as support material. The pieces must be handed in before or at the end of the class period of the day that we will be discussing the material you are engaging with. Work that engages only previous material will be understood as late.

Your goal with the response paper is two-fold. On one level you will be expected to present what you see as some of the central points of the day's material as well as key-concepts or tools and explain them to your reader. The second goal of these pieces is to relate them to your own experiences, background knowledge, etc. These can be personal events that you would like to interpret in the light of the readings or possibly news stories that you think are worthy of engaging. Remember, these papers cannot merely be summaries of the readings but rather a personal engagement in which you are free to criticize or ask questions. **Make sure to consult the Writing Guidelines supplement before beginning this and all other written assignments.**

#### **c. Essay (15%)**

This paper should be about 5-7 pages in length. Normal spacing and appropriate citation are a must. It should follow some basic rules of structure and clarity that we will discuss during the class.

This assignment will be based on a selection of questions that you will choose from in order to develop an essay response.

**d. Oral Examination (15%)**

For this portion of the grade the student will be expected to set up a meeting time with the instructor (during or outside of office hours) where the student will be expected to engage in discussion about class topics and answers questions relevant to class materials (readings, lectures, etc.)

**e. Final Paper Proposal (5%)**

This assignment is to insure that you are thinking about final research topics for your big paper well in advance of the due date. It is essentially an assignment meant to help you avoid a situation where you may have only 48 hours left and you don't know what to write a paper about. The proposal should be about 2-3 pages in length. It should provide a description of what your thinking of working on, an outline of some of the issues you may be hitting during the paper, and questions you would like to tackle. It should include a short bibliography of works you may be thinking of (about 7 for the proposal assignment, more for the paper) including works from outside of class (at least 4).

**f. Final Paper (25%)**

This paper should be about 8-10 pages in length. Normal spacing and appropriate citation are a must (see appendices). It should follow some basic rules of structure and clarity that we will discuss during the class.

Your final paper is the main space you have in this course to follow your own path with regards the course material and topics and be able to present a coherent argument to others. You will be expected to demonstrate a thorough understanding of class material, be able to engage it critically (in the sense we use the word in this course) and apply it systematically to additional cases or questions not necessarily addressed during class.

In order to support your claims, you will be expected to demonstrate a degree of mastery with your bibliographic material (which must be larger than in your paper proposal) and be able to cite accordingly.

**FOR ALL WRITING ASSIGNMENTS! Make sure to consult the Writing Guidelines supplement before beginning written assignments**

**Also, please make use of the Writing Resources Center ([wrc.uncc.edu](http://wrc.uncc.edu)) for any aid or feedback on written and oral assignments as well as research skills.**

*IMPORTANT NOTE: I maintain the prerogative to subtract a letter grade from the final grade for all unexcused late work for each day it is late.*

**Event Responses- Extra Credit (to be determined)**

As a way for students to participate in different public events at the university, or to take advantage of resources available to us, I will offer several opportunities for extra credit. In general, you will be expected to attend a public talk, exhibit, or similar function and do a (3+page) write-up of your reflections on the event as it relates to this course. This may also include viewing and commenting on one or more films available at the movie library. You may complete a maximum of two of these assignments during the semester. Students should feel free to bring particular events they believe are relevant to my attention in order to announce them as potential extra credit assignments.

The breakdown of Grades is as follows:

|        |   |
|--------|---|
| 100-90 | A |
| 89-80  | B |
| 79-70  | C |
| 69-60  | D |
| 59-0   | F |

## Class Policies

Please refer to the appendices for details as to relevant university/class policies that will be upheld during the course. I consider these to be an integral part of the syllabus. In particular pay attention to rules on:

-*Academic Integrity*: your work should be *yours* and all bibliographic information, resources, etc. should be duly cited and noted

-*Civility*: classmates should engage in debate, discussion but in an atmosphere of utmost respect towards one another, the instructor and other groups of people

-*Use of technology*: Use of phones and hand-held devices is prohibited in class and will be duly noted. I request that as a norm you place your devices in your bag. Portable computers may be used for note-taking (though I take your use of the laptop as an invitation for me to call on you often to ask questions).

Keep in mind that modifications to the syllabus (mostly to required readings, class topics and evaluation methods) may be made at the instructor's discretion. These will likely be of a minor nature, and will always be preceded by oral and written notice to students.

## Class Meetings and Assignments

All readings are either posted on Moodle or available on Internet

### **WEEK 1. Introduction**

#### **• Mon, August 19: Course Presentation & Class Guidelines**

#### **• Wed, August 21: What is Europe?**

#### **Defining our object of study, assumptions, uncertainty and fuzzy boundaries**

McNeill, Donald (2004) "Introduction," in *New Europe: Imagined Spaces*. Arnold: London. pg 1-8

Casas-Cortes, Maribel and Sebastian Cobarrubias (2004) "Entry on Eurocentrism," draft for *Encyclopedia of Human Geography*. Sage Publications

Craig Calhoun (2003) "European Studies: always already there and still in formation," in *Comparative European Politics*, vol. 1 #1: pg. 5-20

[http://humanities.uchicago.edu/orgs/institute/mellon/European\\_Studies\\_short.htm](http://humanities.uchicago.edu/orgs/institute/mellon/European_Studies_short.htm)

*Multiplicity* collective (2003) Selections from *Uncertain States of Europe*. Skira Publications: Milano

*CARTOGRAPHIES OF EUROPE*: peruse some of the following maps, consider how they may challenge our definition of Europe and the study of Europe.

UN Europe map

[http://en.wikipedia.org/wiki/File:Map\\_of\\_Europe\\_\(political\).png](http://en.wikipedia.org/wiki/File:Map_of_Europe_(political).png)

UN divisions of regions:

<http://unstats.un.org/unsd/methods/m49/m49regin.htm#europe>

EU categories

[http://europa.eu/abc/european\\_countries/others/georgia/index\\_en.htm](http://europa.eu/abc/european_countries/others/georgia/index_en.htm)

EU map of "Europe":

[http://europa.eu/abc/maps/index\\_en.htm](http://europa.eu/abc/maps/index_en.htm)

Kazakhstan- Asia or Europe? <http://www2.kimep.kz/international/eurasia.shtml> and

[http://en.wikipedia.org/wiki/File:Europe\\_map\\_kazakhstan.png](http://en.wikipedia.org/wiki/File:Europe_map_kazakhstan.png)

French DOM-TOM map

[http://www.tfq.ulaval.ca/axl/francophonie/dom-tom\\_carte.htm](http://www.tfq.ulaval.ca/axl/francophonie/dom-tom_carte.htm)

[http://www.ngfl-cymru.org.uk/vtc/interactive\\_maps/france/dom\\_tom.html](http://www.ngfl-cymru.org.uk/vtc/interactive_maps/france/dom_tom.html)

Dutch antilles

[http://en.wikipedia.org/wiki/File:Koninkrijk\\_der\\_Nederlanden.png](http://en.wikipedia.org/wiki/File:Koninkrijk_der_Nederlanden.png)

Danish possessions

[http://en.wikipedia.org/wiki/File:Denmark\\_Dependencies.PNG](http://en.wikipedia.org/wiki/File:Denmark_Dependencies.PNG)

## WEEK 2. Where does Europe end? Defining the Borders/Defining Europe

### • Mon, August 26: External Border production as central

Balibar, Etienne (2004) "At the Borders of Europe," and selections in *We, the People of Europe? Reflections on Transnational Citizenship*. Princeton University Press: Princeton. pg. 1-10

Robbins, Richard (2002) Selections from "The Nation-State in the Culture of Capitalism," in *Global Problems and the Culture of Capitalism*. Allyn and Baco: Boston

Zielonka, Jan (2002) "Introduction: Boundary Making by the European Union," in *Europe Unbound: Enlarging and reshaping the boundaries of the European Union*. Routledge: London. pg. 1-16

McNeill, Donald (2004) "Borderlands and Barriers," in *New Europe: Imagined Spaces*. Arnold: London. pg 144-151-161

*MUSIC: Manu Chao "Clandestino" <http://www.youtube.com/watch?v=rSEUH4KRfN8>*

*Lyrics: <http://www.loglar.com/song.php?id=19638>*

### • Wed, August 28: Cases of the External Border: Spain and Poland

An Architektur collective (2002) "European Migration Geographies: Poland," in An Architektur no.11

Cobarrubias, Sebastian (2009) "Migration: Mapping an Emergent Border regime," in *Mapping Machines: Activist Cartographies of the Border and Labor lands of Europe*. Dissertation Manuscript

Ferrer Gallardo, Xavier (2008) "The Spanish-Moroccan Border Complex," in *Political Geography* vol 27, no. 3

*MUSIC: Tiken Jah Fakoly: "Ouvrez les frontieres," <http://www.youtube.com/watch?v=8KzDkA1wajw>*

*Lyrics: [http://www.lyricsmania.com/lyrics/tiken\\_jah\\_fakoly\\_lyrics\\_10332/lafricain\\_lyrics\\_70209/ouvrez\\_les\\_fro\\_ntieres\\_lyrics\\_680834.html](http://www.lyricsmania.com/lyrics/tiken_jah_fakoly_lyrics_10332/lafricain_lyrics_70209/ouvrez_les_fro_ntieres_lyrics_680834.html)*

## WEEK 3. Where and Who is Europe? Borders and Migration

### • Mon, September 2: Labor Day- Class Cancelled

### • Wed, September 4 The Spread of a 'Border Regime'. From "Fortress Europe" to detention centers and externalization

*Fadai'at* (2006) Selections from *Fadai'at: Libertad de Movimiento+Libertad de Conocimiento*. Malaga: Imagraf Impresiones

*Migreurop* (2013) Map of Detention centers

FRONTEX: skim website of the European Agency for Coordination of Management at the External Borders

Read policy position on 4-point border strategy:

<http://www.frontex.europa.eu/>

<http://www.frontex.europa.eu/about-frontex/origin>  
<http://www.frontex.europa.eu/about-frontex/mission-and-tasks>  
<http://www.frontex.europa.eu/intelligence/strategic-analysis>  
<http://www.frontex.europa.eu/partners/third-countries>  
<http://www.frontex.europa.eu/operations/types-of-operations/general>

Casas-Cortes, M., Cobarrubias, S. and Pickles, J. (2011) "Stretching Borders Beyond Sovereign Territories? *Mapping EU and Spain's Border Externalization Policies*," in *Geopolítica(s)* Vol. 2, N.1, pg. 71-90

ICMPD. I-Map project: <https://www.imap-migration.org/>  
<http://www.imap-migration.org/index.php?id=471&L=1%2527>

Hooper, John (2013) "*Pope Francis condemns global indifference to suffering*" in the Guardian  
<http://www.guardian.co.uk/world/2013/jul/08/pope-francis-condemns-indifference-suffering>

- **Special Cases:** VOLUNTEERS are required, 1 or 2, to choose one of the following cases and present some of the topics and issues of the respecting readings to the class and kickoff discussion. ALL STUDENTS should peruse some of these pieces to get a taste of the topics and at least enjoy images!

*A Jungle at the UK-France border?*

London No Borders Network (2009): "Breaking the Law of the Jungle"  
<http://london.noborders.org.uk/node/177>

<http://www.guardian.co.uk/world/2009/sep/22/french-police-jungle-calais>

*Conflicts and Struggles*

Lampedusa detention center revolt: <http://news.bbc.co.uk/2/hi/europe/7898773.stm>

Malta Struggles with Migrants <http://news.bbc.co.uk/2/hi/europe/6283736.stm>

MUSIC: Tiken Jah Fakoly "Africain a Paris," <http://www.youtube.com/watch?v=ATtFpc7N-js>  
Lyrics: <http://www.justsomyrics.com/1707521/Tiken-Jah-Fakoly-Africain-A-Paris-Lyrics>

## WEEK 4. Migration and Multiculturalism

### • Mon, September 9: Borders, Migration, Multiculturalism and Citizenship

Van Houtum, Henk and Freerk Boedeltje (2009) "Europe's Shame: Death at the borders of the EU," in *Antipode* vol. 41, no. 2

*Le Monde* (2005) "Commentary: French Assimilation vs. British Multiculturalism, what integration model for Europe?" <http://www.euractiv.com/en/socialeurope/commentary-french-assimilation-vs-british-multiculturalism-integration-model-europe/article-148227>

Treanor Paul. "All 10 million Europeans," <http://web.inter.nl.net/users/Paul.Treanor/nohumans.html>

London School of Economics & *The Guardian* Reading the Riots project:  
"Were the Riots about Race?" <http://www.theguardian.com/uk/2011/dec/08/were-the-riots-about-race>

De Schutter, Olivier (2009). "Links between Migration and Discrimination," study for the European Commission DG Social Affairs [www.ec.europa.eu/social/BlobServlet?docId=4676&langId=en](http://www.ec.europa.eu/social/BlobServlet?docId=4676&langId=en) (this link will download a pdf). NOTE: You are only required to read the "Introduction" and the final "Conclusion"



MIPEX (Migrant Integration Policy Index), browse website, especially:

What is MIPEX <http://www.mipex.eu/>

Maps and Charts: <http://www.mipex.eu/play/>

Use the maps and charts to compare individual countries on different items related to immigrant integration

- **Special Cases:** VOLUNTEERS are required, 1 or 2, to choose one of the following cases and present some of the topics and issues of the respecting readings to the class and kickoff discussion. ALL STUDENTS should peruse some of these pieces to get a taste of the topics and at least enjoy images!

*On the banlieue revolt in France and beyond:*

Main website for Social Science Research Council (SSRC) forum on the riots/revolts

<http://riotsfrance.ssrc.org/>

Dufoix, Stephanie (2005). "More than Riots a Question of Spheres," in SSRC collection on Riots in France. <http://riotsfrance.ssrc.org/Dufoix/>

Suleiman, Ezra (2005). "France: One and Indivisible," in SSRC collection on Riots in France.

<http://riotsfrance.ssrc.org/Suleiman/>

OPTIONAL Teteault, Silverstein (2005) "Postcolonial Urban Apartheid," in SSRC collection on Riots in France. [http://riotsfrance.ssrc.org/Silverstein\\_Tetreault/](http://riotsfrance.ssrc.org/Silverstein_Tetreault/)

*Migration in the expanded EU:*

Wolfson, Charles (2009) Selections from "Labour Migration , Neoliberalism and Ethno- Politics in the New Europe," in *Antipode* vol. 41 no. 5

*From Emigration to Immigration:*

McDonald, Henry (2008) "Ireland's immigrants return," in *The Guardian*

<http://www.guardian.co.uk/world/2008/may/04/ireland.immigration>

"Portugal sees integration progress," from BBCnews service

<http://news.bbc.co.uk/2/hi/europe/4436276.stm>

MUSIC: Supreme NTM "Qu'est-ce qu'on attend?" <http://www.youtube.com/watch?v=ATtFpc7N-js>  
lyrics: [http://www.lyricsmania.com/lyrics/ntm\\_lyrics\\_7942/paris\\_sous\\_les\\_bombes\\_lyrics\\_26456/mais\\_quest\\_ce\\_quon\\_attend\\_lyrics\\_288977.html](http://www.lyricsmania.com/lyrics/ntm_lyrics_7942/paris_sous_les_bombes_lyrics_26456/mais_quest_ce_quon_attend_lyrics_288977.html)

Supreme NTM "Police," [http://www.youtube.com/watch?v=n0AcOdS7\\_dM](http://www.youtube.com/watch?v=n0AcOdS7_dM)

lyrics: <http://www.allthelyrics.com/song/835184/>

### **Wed, September 11: Migration, Racialization and Discrimination**

Steve Gamer (2007) "The European Union and the Racialization of Immigration, 1985-2006," in

*Race/Ethnicity: Multidisciplinary Global Contexts* 1(1):61-87

[http://www.academia.edu/623518/The\\_European\\_Union\\_and\\_the\\_Racialization\\_of\\_Immigration\\_1985-2006](http://www.academia.edu/623518/The_European_Union_and_the_Racialization_of_Immigration_1985-2006)

### **Movie Screening: *Le Haine***

MUSIC: Zebda "Le bruit et l'odeur," <http://www.youtube.com/watch?v=Hl41QfVW0hc>

lyrics: [http://www.allthelyrics.com/lyrics/zebda/le\\_bruit\\_et\\_l\\_odeur-lyrics-262396.html](http://www.allthelyrics.com/lyrics/zebda/le_bruit_et_l_odeur-lyrics-262396.html)

## **WEEK 5. The European Union, Integration and the "Building of Europe"**

- **Mon, September 16: Introduction to the EU, Geopolitical integration**

“The European Union,” entry from Wikipedia [http://en.wikipedia.org/wiki/European\\_Union](http://en.wikipedia.org/wiki/European_Union)  
(Though my endorsement for Wikipedia is qualified, this is a great source for general information). Please read the entry down to and including the section on Economy. Please browse the remaining sections.

“History of the European Union,” entry from Wikipedia  
[http://en.wikipedia.org/wiki/History\\_of\\_the\\_European\\_Union](http://en.wikipedia.org/wiki/History_of_the_European_Union)

“Why the European Union,” from the EU official website  
[http://europa.eu/abc/12lessons/lesson\\_1/index\\_en.htm](http://europa.eu/abc/12lessons/lesson_1/index_en.htm)

“How does the EU work?” [http://europa.eu/abc/12lessons/lesson\\_4/index\\_en.htm](http://europa.eu/abc/12lessons/lesson_4/index_en.htm)

“What does the EU do?” [http://europa.eu/abc/12lessons/lesson\\_5/index\\_en.htm](http://europa.eu/abc/12lessons/lesson_5/index_en.htm)

Balanya, Belen et al (2003) “Appendix on EU institutions,” in *Europe Inc. Regional and Global Restructuring and the Rise of Corporate Power* Pluto Press: London

Watkins, Susan (2005) “Continental Tremors,” in *New Left Review* 33  
<http://www.newleftreview.org/?view=2559>

Please browse through these easy to read introductory documents from the EU:

“The EU at a Glance” from the EU official website  
[http://europa.eu/abc/index\\_en.htm](http://europa.eu/abc/index_en.htm)

“Panorama of the EU,” [http://europa.eu/abc/panorama/index\\_en.htm](http://europa.eu/abc/panorama/index_en.htm)

“Ten historic Steps,” [http://europa.eu/abc/12lessons/lesson\\_2/index\\_en.htm](http://europa.eu/abc/12lessons/lesson_2/index_en.htm)

- **Wed, September 18: EU Integration metanarratives of Europe and ‘European’ identity formation**

“The symbols of the EU” [http://europa.eu/abc/symbols/index\\_en.htm](http://europa.eu/abc/symbols/index_en.htm)

“A Citizen’s Europe” [http://europa.eu/abc/12lessons/lesson\\_9/index\\_en.htm](http://europa.eu/abc/12lessons/lesson_9/index_en.htm)

Treanor, Paul. “Europe? Which Europe? Which Future Europe?”  
<http://web.inter.nl.net/users/Paul.Treanor/which.europe.html>

Shore, Cris (1997) “Metaphors of Europe: Integration and the Politics of Language,” in Nugent and Shore (eds.) *Anthropology and Cultural Studies*. Pluto Press: London

Jauregi, Pablo (2002) “Europeanism versus Africanism: Europe as a Symbol of Modernity and Democratic Renewal in Spain,” in Strath and Malmberg (eds) *the Meaning of Europe*. Berg: Oxford

*MUSIC: Rosa Lopez “Europe’s living a Celebration,”* <http://www.youtube.com/watch?v=JxDTEHEEq38>

*Lyrics:* <http://www.hitslyrics.com/e/eurovisioncontest-lyrics-24293/spainrosaeuropeslivingacelebration-lyrics-866839.html>

## **WEEK 6. EU Economic Integration: the pillar of European Unification?**

- **Mon, September 23: Basics and Current Trends**

From EU official website:

“The Single Market,” [http://europa.eu/abc/12lessons/lesson\\_6/index\\_en.htm](http://europa.eu/abc/12lessons/lesson_6/index_en.htm)

“Economic and Monetary Union and the Euro,”  
[http://europa.eu/abc/12lessons/lesson\\_7/index\\_en.htm](http://europa.eu/abc/12lessons/lesson_7/index_en.htm)

“Towards a Knowledge-based Society,” [http://europa.eu/abc/12lessons/lesson\\_8/index\\_en.htm](http://europa.eu/abc/12lessons/lesson_8/index_en.htm)

## The EURO:

*Centre Virtuel sur la Connaissance sur l'Europe* "Economic and Monetary Cooperation" (brief intro on pre-history of EMU)

[http://www.cvce.eu/obj/economic\\_and\\_monetary\\_cooperation-en-7f1c62f8-bb39-4ee5-ab36-678d72142528.html](http://www.cvce.eu/obj/economic_and_monetary_cooperation-en-7f1c62f8-bb39-4ee5-ab36-678d72142528.html)

Stauffer, Amity. "What is the European Monetary Union," On Moodle

European Central Bank documents:

"Economic and Monetary Union" <http://www.ecb.int/ecb/history/emu/html/index.en.html>

"Convergence Criteria" <http://www.ecb.int/ecb/orga/escb/html/convergence-criteria.en.html>

## The Trans-European Networks

"Transport Infrastructure: What do we want to achieve,"

[http://ec.europa.eu/transport/infrastructure/index\\_en.htm](http://ec.europa.eu/transport/infrastructure/index_en.htm)

TEN homepage on Europa site: [http://ec.europa.eu/ten/index\\_en.html](http://ec.europa.eu/ten/index_en.html)

European Investment Bank site on TEN: <http://www.eib.org/projects/priorities/tens/index.htm>

EU Commission "The Commission welcomes 'historic' agreement on new trans-European transport network" [http://europa.eu/rapid/press-release\\_IP-13-478\\_en.htm](http://europa.eu/rapid/press-release_IP-13-478_en.htm)

## Production Networks

Pickles, John (2006) "Trade Liberalization, Industrial Upgrading and regionalization in the global clothing industry" in *Environment and Planning A* vol 38.

Begg, Pickles and Smith (2003) "Cutting it: European integration, trade regimes and the reconfiguration of East-Central European apparel production" in *Environment and Planning A* vol 35

"Shaking Spain out of its Siesta," in *The Washington Post* <http://www.washingtonpost.com/wp-dyn/content/article/2006/04/22/AR2006042201123.html>

- **Special Cases:** VOLUNTEERS are required, 1 or 2, to choose one of the following cases and present some of the topics and issues of the respecting readings to the class and kickoff discussion. ALL STUDENTS should peruse some of these pieces to get a taste of the topics and at least enjoy images!

## Production Networks

Dutta, Devanshu (2002). "Retail at the Speed of fashion," from Third Eyesight Consulting Firm [http://thirdeyesight.in/articles/ImagesFashion\\_Zara\\_Part\\_I.pdf](http://thirdeyesight.in/articles/ImagesFashion_Zara_Part_I.pdf) (Also on Moodle)

## • Wed, September 25: Is the Single Market the end of the Keynesian Pact or Europe's "Social Model"?

From the European Round Table of Industrialists (ERT): <http://www.ert.eu>

ERT "About" (focus especially on the "Milestones and Charimen" section: <http://www.ert.eu/about>

ERT "Members by country": <http://www.ert.eu/members/country>

From Business Europe:

"Mission and Priorities," from BusinessEurope

<http://www.businesseurope.eu/content/default.asp?PageID=582>

"Single Market," from BusinessEurope

<http://www.businesseurope.eu/content/default.asp?PageID=591>

"History," <http://www.businesseurope.eu/content/default.asp?PageID=601>

From Corporate Europe Observatory (CEO):

Balanya et al CEO (2003) Selections from *Europe Inc. Regional and Global Restructuring and the Rise of Corporate Power* Pluto Press: London  
CEO (2008) "Global Europe and Open Doors Policy for Big Business Lobbyists at DG Trade," <http://archive.corporateeurope.org/docs/GlobalEurope-OpenDoors.pdf> (also on Moodle)  
CEO "Lobbying Tour Map of Brussels," [http://archive.corporateeurope.org/brussels\\_large.html](http://archive.corporateeurope.org/brussels_large.html)  
CEO (2011) "Lobby Planet" guide to lobbying structures in Brussels. Read the Foreword and Intro to lobbying sections. Feel free to peruse the rest.  
<http://corporateeurope.org/sites/default/files/publications/ceolobbylow.pdf> (also on Moodle)

Bieler, Andreas and Thorsten Schulten (2008). "European Integration: a strategies level for trade-union resistance to neo-liberal restructuring and the promotion of political alternatives?"

## WEEK 7. Labor Restructuring and Precarity

### • Mon, September 30: The Flexible Economy and the mass arrival of Temp work

*The Lisbon Strategy*: aimed at making the European Union (EU) the most competitive economy in the world and achieving full employment by 2010:

European Commission "Lisbon Strategy- towards a green and innovative economy,"  
[http://ec.europa.eu/growthandjobs/index\\_en.htm](http://ec.europa.eu/growthandjobs/index_en.htm)  
European Commission "Lisbon Strategy- what is it for?"  
[http://ec.europa.eu/archives/growthandjobs\\_2009/objectives/index\\_en.htm](http://ec.europa.eu/archives/growthandjobs_2009/objectives/index_en.htm)  
European Commission "Europe 2020" (this follows the Lisbon Strategy)  
[http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/index\\_en.htm](http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/index_en.htm)  
[http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/targets/index\\_en.htm](http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/targets/index_en.htm)

Massarelli, N. 2009: Labour Market Latest Trends - 3rd quarter 2008 data. *EUROSTAT: Data in Focus* March 2009. [http://epp.eurostat.ec.europa.eu/cache/ITY\\_OFFPUB/KS-QA-09-003/EN/KS-QA-09-003-EN.PDF](http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-QA-09-003/EN/KS-QA-09-003-EN.PDF) (Also on Moodle)

EU Labour Force Survey 2012

[http://epp.eurostat.ec.europa.eu/statistics\\_explained/index.php/Labour\\_market\\_and\\_labour\\_force\\_statistics](http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Labour_market_and_labour_force_statistics)

Browse:

[http://epp.eurostat.ec.europa.eu/portal/page/portal/employment\\_unemployment\\_lfs/data/main\\_tables](http://epp.eurostat.ec.europa.eu/portal/page/portal/employment_unemployment_lfs/data/main_tables)

*Eurofound* 2013: Spotlight on Jobs. [http://www.eurofound.europa.eu/spotlight-on/employment/employment-jobs-europe?utm\\_source=website\\_spotlightonbox&utm\\_medium=website&utm\\_campaign=spotlightonemployment20130502](http://www.eurofound.europa.eu/spotlight-on/employment/employment-jobs-europe?utm_source=website_spotlightonbox&utm_medium=website&utm_campaign=spotlightonemployment20130502)

*Eurofound* European Restructuring Monitor Report 2012:

<http://www.eurofound.europa.eu/pubdocs/2012/611/en/1/EF12611EN.pdf> (Also on Moodle)

Isusi, I. 2005: Temporary Employment in the Spanish Labor Market. In *European Working Condition Observatory*. <http://www.eurofound.europa.eu/ewco/2005/11/ES0511NU03.htm>

### • Wed, October 2: Flexibility or Precarity? A social response to changing economic landscapes

✓ Essay Assignment Due!

POSSIBLE GUEST SPEAKER: Maribel Casas-Cortes

Casas-Cortes, Maribel (2014 Forthcoming) "A Genealogy of Precarity" in *Rethinking Marxism*

Foti, Alex (2004) "Precarious Lexicon,"

<http://precariousunderstanding.blogspot.com/2006/07/27/precarious-lexicon-by-alex-foti/>

*Precarias a la Deriva* (2005) "Precarious Lexicon [Response to Foti]," <http://precariousunderstanding.blogspot.com/2006/07/27/precarious-lexicon-by-precarias-a-la-deriva/>

"Flexicurity: it takes three to Tango," <http://www.eurofound.europa.eu/resourcepacks/flexicurity.htm>  
European Commission "Flexicurity" read and watch the video:  
<http://ec.europa.eu/social/main.jsp?catId=102&langId=en>

- *VOLUNTEERS REQUIRED: TO FOLLOW CASES OF SEVERAL STRUGGLES AND CONTROVERSIES AROUND PRECARIETY*

## **WEEK 8. The University as prime battleground for the XXI Knowledge Economy**

- **Mon, October 7: *Student Recess- Class cancelled***
- **Wed, October 9: The Bologna process for European Universities.**

The Bologna website, Intro (2010):  
<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/about/>

EHEA (European Higher Education Area) (current) <http://www.ehea.info/>  
'History': <http://www.ehea.info/article-details.aspx?ArticleId=3>

The Bologna Declaration 1999 (on Moodle)

Edu-Factory: Examples of struggles within and against Bologna-

- *VOLUNTEERS REQUIRED* to follow one case of university debate and mobilization around Bologna and student/youth insertion into flexible labor markets.

Common Statement for a New Europe: University Struggles Against Austerity  
<http://www.edu-factory.org/wp/common-statement/>

UK Warwick University  
<http://www.edu-factory.org/wp/statement-from-warwick-university-occupation/>  
<http://protectthepublicuniversity.wordpress.com/>

Greek University Strikes  
<http://www.edu-factory.org/wp/strikes-in-greek-universities/>

Anamolous Wave- Italy  
<http://www.indymedia.org.uk/en/2008/11/413258.html> (open pdf pamphlet)

Anti-CPE struggle in France  
<http://libcom.org/blog/short-history-cpe-protests-france>  
<http://libcom.org/history/2005-06-rebellion-young-proletarians-france-interview>

## **WEEK 9. The EU Financial Crisis and the Acampada/Occupy Movements**

- **Mon, October 14: Austerity Packages**

Verdun, Amy (2012) "Introduction to the Symposium: Economic and Monetary Union and the Crisis of the Eurozone," in *Journal of Common Market Studies* 50:6 pg 863-865

Buti, Marco and Nicolas Carnot (2012) "The EMU Crisis: Early Lessons and Reforms" in *Journal of Common Market Studies* 50:6 pg. 899-911

Hadjimichalis, Costis (2011) "Uneven Geographical Development and Socio-Spatial Justice and Solidarity: European Regions after the 2009 financial Crisis" in *European Urban and Regional Studies* 18:254

Der Spiegel (2013) "German industry leader: 'Greece should become a Special Economic Zone'" [http://www.spiegel.de/international/topic/euro\\_crisis/](http://www.spiegel.de/international/topic/euro_crisis/)

Der Spiegel (2013) "Madrid Taking Dramatic Steps to Curb Red Ink in Crisis" <http://www.spiegel.de/international/business/madrid-takes-dramatic-steps-to-curb-red-ink-in-crisis-a-911438.html>

BBC News "Greece's young: Dreams on hold as fight for jobs looms" <http://www.bbc.co.uk/news/business-22702003>

Some good news outlets with topical webpages on the *Euro-Crisis*:

*Der Spiegel*: "EuroCrisis" [http://www.spiegel.de/international/topic/euro\\_crisis/](http://www.spiegel.de/international/topic/euro_crisis/)

AlJazeera: "Europe's Age of Austerity" <http://www.aljazeera.com/indepth/spotlight/eurocrisis/>

BBC News: "Eurozone Crisis" <http://www.bbc.co.uk/news/business-18094883>

- **Wed, October 16: Social Responses for Commoning the Public Goods**

Ugo Mattei (2011) "The State, the Market and Some Preliminary Questions about the Commons" [http://p2pfoundation.net/State, the Market, and some Preliminary Question about the Commons](http://p2pfoundation.net/State,_the_Market,_and_some_Preliminary_Question_about_the_Commons)

Casas-Cortes, M., Cobarrubias, S. and J. Pickles (2014 Forthcoming) "Commons Keywords" in *Blackwell Companion to Urban Anthropology* (on Moodle)

Corsin, Alberto, and Adolfo Estalella. 2011. "#spanishrevolution." *Anthropology Today* 27 (4) (August): 19–23. (on Moodle)

*Screening of Videos in class* to show different geographies of protest: mass mobilizing for the defense of public goods and the Occupy Movement across Europe

Watch: <http://15m.bifi.es/index.php> "spanishrevolution" Biocomputation and Complex Systems Physics *University of Zaragoza*

Peruse links to have an idea of the spread and breadth of anti-austerity protests: <http://takethesquare.net/>  
[http://en.wikipedia.org/wiki/Category:Anti-austerity measures protests in the European Union](http://en.wikipedia.org/wiki/Category:Anti-austerity_measures_protests_in_the_European_Union)

Take a brief look at the following, on other kinds of social responses:

Dalakoglou, Dimitris (2013) "Neo-Nazism and Neo-Liberalism: a Few Comments On Violence in Athens at the Time of Crisis" (on Moodle)

- *VOLUNTEERS REQUIRED* to follow one case of social mobilization around the EU crisis

*Occupation of hospitals in Greece,*  
"Hospital goes under workers control"  
<http://blog.occupiedlondon.org/2012/02/06/hospital-goes-under-workers-control/>

“Why we occupied our Hospital” testimony by radiology doctor of the Kilkis Hospital  
<http://blog.occupiedlondon.org/2012/03/05/why-we-occupied-our-hospital-an-open-letter-by-a-hospital-doctor-at-the-workers-run-hospital-of-kilkis/>

*Practicing the Commons: the Teatro Valle initiative*  
Della Ratta, Donatella (2013): “‘Occupy’ the commons” in *Al Jazeera*  
<http://www.aljazeera.com/indepth/opinion/2013/02/2013217115651557469.html>

“Occupying the Commons: Teatro Valle Occupato”  
<http://www.youtube.com/watch?v=aAi4wwirTYU>

## **WEEK 10. East-West: post Cold War transformations, the ‘Big-Bang’ expansion of the EU, Geopolitics in Eurasia**

### **• Mon, October 21: Central and Eastern Europe and EU Enlargement**

Brine (1992) Selections from introduction in *COMECON: the rise and fall of an international socialist organization*. Transaction Publishers: New Brunswick

“Enlargement and Neighbourhood policy,” from *Europe in 12 Lessons* (on Moodle- read only “Lesson 3”)

Vachudova, Milada Anna (2002) “EU Enlargement: An overview,” in *East European Constitutional Review* pg. 64-69

*MUSIC: Scorpions “Winds of Change”* <http://www.youtube.com/watch?v=n4RjJKxsamQ>

### **• Wed, October 23: EU enlargement vs. EU expansionism? The question of Empire**

Di Mauro, Salvatore Engel (2006) “The European Union as Empire,” in Di Mauro (ed.) *The European’s Burden: Global Imperialism in EU Expansion* Peter Lang: New York pg. 3-26

Hofbauer, Hannes (2006) “EU Enlargement: Political Recognition of an Economic Process,” in Di Mauro (ed.) *The European’s Burden: Global Imperialism in EU Expansion* Peter Lang: New York pg.53-68

Barroso, President of the EU Commission, Appearance before the European Parliament  
[http://www.dailymotion.com/video/x6zcg7g\\_the-eu-is-an-empire-says-barroso\\_news](http://www.dailymotion.com/video/x6zcg7g_the-eu-is-an-empire-says-barroso_news)  
*Is the EU an empire?*

*MUSIC: O-zone “Dragostea din Tei”* <http://www.youtube.com/watch?v=jRx5PrAIUdY>

## **WEEK 11. East-West continued // Sub-state nationalisms**

### **• Mon, October 28: Eurasian Integration; Latent Tensions and Colored Revolutions**

Eurasian Economic Community Integration Committee Secretariat (2011) “EurAsEC Today” (on Moodle) (rd. pages 2-17, skim through the rest)

“Eurasec in Questions and Answers,” from the Eurasec- Eurasian Economic Community website  
<http://www.evrases.com/en/about/>

Hedlund, Stefan (2005) “The Property Rights hurdle Reconciling EU and Russian Traditions” in Pickles, J. (ed.) *Globalization and Regionalization in Post-Socialist Economies*.

On the 2008 Russia-Georgia war:

Foxall, Andrew (2009) "A 'new Cold War': re-drawing the MAP/map of Europe," in *Political Geography* 28 pg. 329-331

Examples of Press from war:

Kagan, Robert (2008) Washington Post <http://www.washingtonpost.com.libproxy.lib.unc.edu/wp-dyn/content/article/2008/08/10/AR2008081001871.html>

Blomfield, Adrian (2008) The Telegraph

<http://www.telegraph.co.uk/news/worldnews/europe/georgia/2629981/Russia-ready-for-new-Cold-War-over-Georgia.html>

Traynor, Ian from the Guardian <http://www.guardian.co.uk/world/2008/aug/26/russia.georgia2>

- VOLUNTEERS (1 or 2) for presenting the following block of short readings:

#### *Color Revolutions?*

Judge, Paul-Quinn (2004) "The Orange Revolution,"

<http://content.time.com/time/magazine/article/0,9171,832225,00.html>

Areshev, Andrei (2008) "How Orange Networks Work," in Strategic Culture Foundation

<http://www.strategic-culture.org/news/2008/05/17/5922.html>

Barker, Michael (2006) "Regulating revolution in Eastern Europe,"

<http://www.zmag.org/znet/viewArticle/2846>

#### • **Wed, October 30: Sub-state nationalism**

Mitchell, James (1995) "Lobbying Brussels: the case of Scotland Europa," in *European Urban and Regional studies* vol. 2 nos. 4. pg. 287-298

Jaffe, Alexandra (1993) "Corsican Identity and A Europe of Peoples and Regions," in Wilson and Smith (eds) *Cultural Change and the New Europe*. Westview Press: Boulder

Euro-Minority: <http://www.eurominority.eu>

Interactive map on minorities in the EU: <http://www.eurominority.eu/version/eng/minority-map.asp>

the EU's Committee of the Regions (CORE) "Key Facts":

<http://cor.europa.eu/en/about/Pages/key-facts.aspx>

"Presentation Clip"

<http://www.youtube.com/watch?v=d-geMcKS17Y>

*MUSIC: Su Ta Gar "Jotake!,"* <http://www.youtube.com/watch?v=KV1YAWoflHU>

lyrics: [http://www.metal-archives.com/albums/Su\\_Ta\\_Gar/Jo\\_ta\\_ke/134458](http://www.metal-archives.com/albums/Su_Ta_Gar/Jo_ta_ke/134458)

- VOLUNTEERS REQUIRED to choose a case and present in class

#### *Kurdish case*

Selections from Chaliand, Gerard (ed) (1993) *A People Without a country: the Kurds and Kurdistan*. Zed Books: London

"EU presses Turkey on Kurd rights," <http://news.bbc.co.uk/2/hi/europe/3634024.stm>

#### *Balkan wars*

"Yugoslav Wars," [http://en.wikipedia.org/wiki/Yugoslav\\_Wars](http://en.wikipedia.org/wiki/Yugoslav_Wars)



Dahlman, C.T. and G. Ó Tuathail (2005) "The Legacy Ethnic Cleansing: The International Community and the Returns Process in Post-Dayton Bosnia-Herzegovina." *Political Geography*. 24(5): 569-599. (on Moodle)

### Basques

Loyer, Barbara (1998) "Basque Nationalism Undermined by ETA," in *Le Monde Diplomatique* <http://mondediplo.com/1998/02/08basque>

"Spain bans Basque Political Party, Closes Newspaper," <http://www.hrcr.org/hottopics/spain.html>

## WEEK 12. EU as a Global Player

### • Mon, November 4: Spectres of a Colonial Past?

"The EU on the World Stage," Lesson 11 in *Europe in 12 Lessons* (on Moodle)

Kramsch, Olivier (2006) Excerpts from "Post-Colonial Shadow Plays in the Dutch-German borderlands," in Di Mauro (ed.) *The European's Burden: Global Imperialism in EU Expansion* Peter Lang: New York

Hansen, Peo (2002) "European Integration, European Identity and the Colonial Connection" in *European Journal of Social Theory* 5(4) p. 483-498

Cooper, Robert (2002) "The Post-modern State," in *Re-ordering the World* <http://fpc.org.uk/fsblob/36.pdf> pg. 11-20

Chalmers, Malcolm (2002) "An Equal Partner, Europe's role in the World Order," in *Re-ordering the World* <http://fpc.org.uk/fsblob/36.pdf> pg. 79-90

Centre d'Analyse Strategique (2012) "25th gathering on Globalization: The de-Westernization of the world" <http://www.strategie.gouv.fr/en/content/25th-gathering-globalization-de-westernization-world>

### ➤ VOLUNTEERS FOR CLASS PRESENTATIONS

#### *Pasts, Presents and Futures of EU-Africa Relations*

1. Verschave, Francois Xavier (2006). "Defining Francafrique," <http://survie.org/francafrique/article/defining-francafrique-by-francois>  
AlJazeera series on Francafrique:  
<http://www.aljazeera.com/programmes/specialseries/2013/08/201387113131914906.html>
2. Hurt (2003) "Cooperation and Coercion? The Cotonou Agreement Between the European Union and ACP states and the end of the Lome Convention," in *third World Quarterly* vol 24 no. 1  
  
"The Africa-EU Strategic Partnership,"  
[http://europa.eu/legislation\\_summaries/development/african\\_caribbean\\_pacific\\_states/r13009\\_en.htm](http://europa.eu/legislation_summaries/development/african_caribbean_pacific_states/r13009_en.htm)

MUSIC: Tiken Jah Fakoly: "Francafrique" <http://www.youtube.com/watch?v=9o0k8X13GKA>

 Paper Proposal Due on November 6<sup>th</sup>, 2013

### • Wed, November 6: Common Security and Defense, Towards Postnational armies?

Selections from "Guide to the European Security and Defense Policy,"

Map of ESDP operations: <http://www.consilium.europa.eu/showPage.aspx?id=268&lang=EN>

"A Secure Europe in Better World," Strategy Paper  
<http://www.consilium.europa.eu/uedocs/cmsUpload/78367.pdf>

Akgul Acikmese (2005) "Management of Security in EU's Neighborhood" in *Perceptions Autumn 2005*

Slijper, Frank (2009) "Potentially Powerful: The European Defense Agency at Five Years," from the *transnational Institute* <http://www.tni.org/article/potentially-powerful-european-defence-agency-five-years-0>

## **WEEK 13. Trade Negotiations, the Euro as global currency, Euro Med and the European Neighborhood Policy (ENP)**

### **• Mon, November 11: Economic Geographies of Europe**

View [www.bilaterals.org](http://www.bilaterals.org) to gain a view on the number of bilateral trade agreements currently or recently being negotiated by the EU and third countries

Sub-section on Europe: <http://bilaterals.org/spip.php?rubrique79>

Please view the sub page on EU-US trade negotiations: <http://bilaterals.org/spip.php?rubrique206>

*EU Commission* "Global Europe: Competing in the World" (on Moodle)

George, Susan (2009) "The global crisis, solution and implications for EU trade policy"  
<http://www.tni.org/article/global-crisis-solutions-and-implications-eu-trade-policy>

Sidaway, James (2005) "Asia-Europe-United States: the geoeconomics of uncertainty," in *Area* vol. 37 no. 4 pg 373-377

Clark, William. "Petrodollar warfare: Dollars, Euros and the Upcoming Iranian Oil Bourse," in *Energy Bulletin* <http://www.energybulletin.net/node/7707>

### **• Wed, November 13: Defining 'Europe's neighbors', the EUROMED Process and the ENP:**

"The EuroMediterranean partnership," [http://eeas.europa.eu/euromed/barcelona\\_en.htm](http://eeas.europa.eu/euromed/barcelona_en.htm)  
[http://eeas.europa.eu/euromed/index\\_en.htm](http://eeas.europa.eu/euromed/index_en.htm)

"ENP-Overview," <http://eeas.europa.eu/enp/>

Casas-Cortes, M., Cobarrubias, S. and Pickles, J. (2013) "Re-bordering the Neighbourhood: Europe's Emerging Geographies of Non-Accession Integration," In *European Urban and Regional Studies* Vol. 20, Issue 1 (On Moodle)

Selections from "European Neighborhood Policy: A Strategy Paper," (On Moodle)

#### **➤ VOLUNTEERS REQUIRED**

Scott, James Wesley and Henk van Houtum (2009) "Reflections on EU territoriality and the 'bordering' of Europe," in *Political Geography* vol. 28 no. 5

Bialasiewicz, Luiza et al (2009) "Interventions in the new political geographies of the European 'neighborhood'" in *Political Geography* vol. 28 no. 2

## WEEK 14. Surveillance and Social Movements

- **Mon, November 18: The EU as Biometric Power, the Reemergence of a Western Stasi or the Defense of Democratic Rights?**

Hayes, Ben (2009) "Interview: the NeoConopticon report," <http://www.tni.org/interview/interview-neoconopticon-report>

Selections from *The Neoconopticon Report*

Bunyan, Tony (2010) "Just over the Horizon: The Surveillance Society and the state in the EU" in *Race and Class* 51:1

The Edvige example:

[http://usatoday30.usatoday.com/news/world/2008-09-09-France-security\\_N.htm](http://usatoday30.usatoday.com/news/world/2008-09-09-France-security_N.htm)  
<http://www.nonaedvige.sgdg.org/spip.php?article223>

- **Wed, November 20: The Emergence of a 'European' social movement space?**

Wainright, Hilary (2005) "Europe: Bridging the Emotional Gap," <http://www.redpepper.org.uk/europe-bridging-the-emotional-gap/>

View website of the European Social Forum: <http://www.fse-esf.org/>

*Eurotopia* <http://www.tni.org/tnibook/social-movements-europe>

November 15 2012- pan European anti crisis mobilizing

<http://www.theguardian.com/business/2012/nov/14/eurozone-crisis-general-strikes-protest-day-of-action>

## WEEK 15. Europe of the Cities & Metropolitan Citizenship

- **Mon, November 25: Global Cities, Place Marketing and proto-city-states**

McNeill, Neil (2006) 'Performing European space?' *European Urban and Regional Studies*.

➤ VOLUNTEERS NEEDED FOR CLASS PRESENTATIONS

*London*: D. McNeill, (2006, in press), 'London, Europe: a relational geography', *Comparative European Politics*; 'The mayor and the world city skyline: London's tall buildings debate', *International Planning Studies* 7, 325-334.

*Barcelona*: D. McNeill (2003), 'Mapping the European Left: the Barcelona model', *Antipode* 35, 74-94; D. McNeill (2001), 'Barcelona as imagined community: Pasqual Maragall's spaces of engagement', *Transactions of the Institute of British Geographers*. 26. 340-52.

*Rome*: D. McNeill (2003), 'Rome, Global city? Church, State and the Jubilee 2000', *Political Geography*. 22. 535-56

- **Wed, November 27: A network of Metropolises?**

Multiplicity (2003) Selections from *Uncertain States of Europe*. Skira: Milano

Lefebvre, Henri (2003) Selections from *The Urban Revolution*.

Other Readings on the concept of the "Metropolitan" TBA

Blanco, J.R. (2013) "Madrid's Renaissance of Occupied spaces" in *The Nation*  
<http://www.thenation.com/blog/173123/madrids-renaissance-occupied-spaces#>

## **WEEK 16: Arab Spring-Mediterranean Spring and Coping with the Crisis**

### **• Mon, December 2**

TBA: I will select the most recent news for this class

Fregonese, Sara (2012) "Geographies of Mediterranean Protest" in *European Urban and Regional Studies* 20:1 pg. 109-114

AlJazeera (2013) "Europe's new refugees"  
<http://www.aljazeera.com/programmes/peopleandpower/2013/08/2013812144556386810.html>

Mezzadra, Sandro (2013) "Seizing Europe" Essay. SKIM  
[http://www.academia.edu/3699749/Seizing\\_Europe.\\_Crisis\\_management\\_constitutional\\_transformations\\_constituent\\_movements](http://www.academia.edu/3699749/Seizing_Europe._Crisis_management_constitutional_transformations_constituent_movements)

Adejumobi, Said (2013) "Europe: The Failure of Structural Adjustment?"  
<http://www.newafricanmagazine.com/features/economics/europe-the-failure-of-structural-adjustment>

### **New concepts and debates around the crisis:**

**-constituent process and commons**

**-public audits, the "Troika" and sovereign debt**

*MUSIC* El General: "Rais al-balad"

### **• Wed, December 4 Last Day of Class: Review, Evaluations and Final Assignments**

Movie Screening: *Debtocracy*

**Final Papers Due on December 4<sup>th</sup> 2013**

### **• Mon, December 9: Final Exam Period 2:00-4:30 pm**