

# **TEAM PROJECT**

## **TEACHING IN ADVANCED MULTINATIONAL ENVIRONMENTS**

### **European Studies**

#### **Module: European Identity**

**credit points: 5 ects**



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## **Learning Outcomes:**

Students who successfully complete the module will be able:

-to understand that Europe is a contested mental construct which changes over space and over time and which reflects individual and national participation and experiences and contemporary power structures;

-to demonstrate knowledge and understanding of the geographical, historical, political and cultural concepts of Europe;

-to reflect constructively on the debate on the continual enlargement of the European Union and the implications for European identity;

-to critically analyse the impacts of citizenship as a dynamic concept which is understood differently in different contexts.

## **Contents:**

The module is designed around three learning units:

### **1. Images of Europe**

- Representations of Europe – geographical, historical, political (EU) and cultural background, cultural images
- representations according to age, individual and national experience, expectations

- what does Europeanness mean?

## 2. Constructing Europe

- The origin and evolution of EU, reshaping the map of Europe
- Fortress Europe
- Continuing enlargement – a controversial issue?

## 3. Unity in Diversity

- European symbols and the concept of European citizenship
- The price of unity

### Methodology:

Learning is expected to take place in contexts both inside and outside the classroom using a variety of strategies: informal lectures, participative discussion, simulation and role play, individual investigations, use of film, documents, newspapers, memoir, narrative, testimony, art, library and internet sources as well as direct observation and field work.

### Assessment:

The module outcomes will be assessed by:

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|-----------------------|-----|
| • Written Team Report | 40% |
| • Team Presentation   | 20% |

- Individual Reflection on Team Activity 40%

There will be no Written Examination

**STRUCTURE OF THE LESSONS**

Contact Hours: 30 hours = 10 lessons x 3 hours

TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
1. Introduction	Students should be able to interpret in an informed way, images/narratives of Europe in diverse representations from different media	Representing Europe The focus is on the variety of readings of the many faces of Europe portrayed in film, newspapers, literature, travelogues, political posturing	Analysis of travelogues, media images, textbooks, politicians, paintings, literature, film	- Ensenberger, H.M. (1989) <i>Europe, Europe: Forays into a Continent</i> . Hutchinson, London - Mak, G. (2007) <i>Travels through the Twentieth Century</i> , Harvill Secker, London ( translated from Dutch by Sam Garrett) - Morris, J. (2006) <i>Europe: An Intimate Portrait</i> , Faber and Faber, London

TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
2. Images of Europe	Students should be able: to appreciate that 'Europe' is a social construct which is continuously contested and renegotiated	Imagining Europe: Spaces, Peoples and Places The focus is on i)territorial images: how and who decides which are European ii)symbolic invention of places	Students draw their images as posters for discussion Symbolic Europes – listing and discussion of the many 'Europes' and discussion of who has been behind their construction. Lecture setting theoretical framework	- Mc Neill, D. (2005) <i>New Europe: Imagined Spaces</i> , Arnold, London - Shore, C. (2000) <i>Building Europe: The Cultural Politics of European Integration</i> , Routledge, London
3. National/individual experience	Students should be able To critically engage in discussions on the mythical, geographical, historical, political and cultural roots of the idea of Europe.	The idea of 'Europe' Questions are raised about the idea of 'Europe' by examining the mythological, geographical, historical, political and cultural understandings of the concept and considering the validity of a coherent European culture	Illustrated Lectures	- Maps - Davies, N. (1996) <i>Europe: A History</i> , Oxford University Press, Oxford - Rietbergen, P. (1998) <i>Europe: A Cultural History</i> , Routledge, London

TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
4. Europeanness. Values	Students should be able to appreciate that Europeanness is build on affinities across borders of space and time, and between cultures and senses of belonging.	Europeanness: A shared cultural identity? Students examine i)concepts of place-based, place-bound identities ii)their sense of Europeanness and their perceptions of other cultures and identities in Europe iii) understandings of Europeanness	Identity and belonging Response to tutor prepared 'Questionnaire' containing questions to get students to reflect and the discuss how European they feel; where they feel the most sense of belonging- their locality/, region ,nation, 'Europe', beyond; the degree of intimacy they would like with someone from other counties ( from family.> ...to exclusion from their country ) Follow –up local survey, analysis presentation and discussion of results.	- Davies, N. (1996) <i>Europe: A History</i> , Oxford University Press, Oxford - Ensenberger, H.M. (1989) <i>Europe, Europe:Forays into a Continent</i> .Hutchinson, London - Mc Neill, D. (2005) <i>New Europe: Imagined Spaces</i> , Arnold, London - Mak, G. (2007) <i>Travels through the Twentieth Century</i> , Harvill Secker, London ( translated from Dutch by Sam Garrett) - Morris, J. (2006) <i>Europe: An Intimate Portrait</i> , Faber and Faber, London - Rietbergen, P. (1998) <i>Europe: A Cultural History</i> , Routledge, London - Shore, C. (2000) <i>Building Europe: The Cultural Politics of European Integration</i> , Routledge, London

TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
5. The Evolution of the EU	<ul style="list-style-type: none"> <li>- Students will be able to understand the reasons for the process of evolution</li> <li>- Students will be able to reflect on the consequences of transforming European states into the European Union</li> </ul>	<p>Europe after World War the 2<sup>nd</sup></p> <ul style="list-style-type: none"> <li>-devastated landscapes</li> <li>-domination: west: USA east: USSR</li> <li>Goals: prevention of war with Germany, rebuilding economies</li> <li>INVENTING EUROPE</li> <li>-co-operation</li> <li>-integration</li> <li>-union</li> <li>Steps: <ul style="list-style-type: none"> <li>-European Coal and Steel Community 1952</li> <li>-European Economic Comm. 1957</li> <li>-European Community 1967</li> <li>-Regional Funds 1973</li> <li>-European Union 1993</li> <li>- enlargement 2004, 2006</li> <li>-European educational area</li> </ul> </li> </ul>	Lecture, Self-Learning, Self-Access to research sources, Report	<p>SHELLY,M., WINCK,M.(ed): <i>Aspects of European Cultural Diversity</i>. London: The OU,1995. ISBN 0-415-12416-6. ISBN 0-415-12417-4.(pbk)</p> <p>Website:</p> <p><a href="http://ec.europe.eu">http://ec.europe.eu</a></p> <p><a href="http://www.infoeurope.eu">http://www.infoeurope.eu</a></p>

TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
6. Fortress Europe	<ul style="list-style-type: none"> <li>- To appreciate the issues regarding immigration: Students will be able to understand the paradoxical problem of the need to restrict immigration into the EU versus the need to attract workers from outside the EU to bridge the skills gap.</li> <li>- Students will appreciate the issues regarding asylum seekers: Students will be able to understand the need to distinguish between genuine asylum seekers and economic migrants.</li> <li>- Students will understand the need to understand the need to protect the economy and jobs within the EU.</li> <li>- Students will be able to evaluate the extent to which the EU has an obligation to achieve economic stability and peace to states outside the EU.</li> </ul>	<p>1.The Issue of immigration:</p> <p>The paradoxical problem of the need to restrict immigration into the EU versus the need to attract workers from outsider the EU to bridge the skills gap.</p> <p>The Issue of Asylum Seekers.</p> <p>Protection of EU economy and jobs.</p> <p>The obligation of the EU to create economic stability and peace in states outside the EU.</p> <p>The issue of a</p>	<p>Students will investigate these issues in groups. Information will be gained from the internet and published materials. Students will present their conclusions to the class and the issues raised will be discussed.</p>	

	- Students will evaluate the need for a common European defence force and what role it might play.	common EU defence force.		
TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
7. Continuing enlargement	<ul style="list-style-type: none"> <li>- To appreciate the issues regarding the membership of Turkey: Students will be able to evaluate:               <ul style="list-style-type: none"> <li>--Whether Turkey is a European country.</li> <li>--Whether an Islamic country fits into „Christian Europe“</li> <li>--Whether its membership will lead to a massive influx of migrants.</li> <li>--Whether Turkey is not a fully-fledged democracy.</li> </ul> </li> <li>-To evaluate the advantages of enlargement in the context of:               <ul style="list-style-type: none"> <li>--Economic growth of old and new states.</li> <li>--Political stability of new states.</li> <li>--The greater influence of an enlarged EU on global</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The Issue of Turkey: A detailed account of the issues regarding the membership of Turkey.</li> <li>- The question where the boundary of Europe lies or where it should lie.</li> <li>- The advantages of enlargement</li> <li>- The disadvantages of enlargement</li> </ul>	Students will investigate these issues in groups. Information will be gained from the internet and published materials. Students will present their conclusions to the class and the issues raised will be discussed.	

	<p>international affairs.                  --Foreign investment in new member states.                  --A greater awareness of other cultures within Europe.</p> <p>-To evaluate the possible disadvantages of enlargement in the context of:                  --Loss of jobs and increasing unemployment in old member states.                  --The possible financial burden on old member states in the development of new member states.                  --Loss of cultural/national identity.                  --Less expensive products of new member states pricing products from old member states out of the market.</p>			
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TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
8. European symbols. Citizenship	<ul style="list-style-type: none"> <li>- Students will be aware of the basic European Symbols</li> <li>- Students will understand the reasons for creating the European symbols</li> <li>- Students will be able to evaluate the source of the EU citizenship with reasons for everyone</li> </ul>	<p>Europe after World War II</p> <ul style="list-style-type: none"> <li>-devastated landscapes</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>- new EU symbols can be a prevention of war – EU symbols can symbolise new and growing economic power of Europe</li> </ul> <p><b>INVENTING EUROPE</b></p> <ul style="list-style-type: none"> <li>-co-operation</li> <li>-integration</li> <li>-union</li> </ul> <p>Steps:</p> <ul style="list-style-type: none"> <li>-vision of Paneurope after World War I</li> <li>-The League of Nations 1920</li> <li>-the flag of the United Nations 1947</li> <li>-the Council of Europe 1955</li> <li>-the European Parliament (official emblems of the EU) 1983</li> <li>-the Euro 2002 Banknotes (EU)</li> </ul>	<p>Lecture/ demonstration/example Self-teaching Homework (research sources) Report</p>	<p>SHELLY,M., WINCK,M.(ed): <i>Aspects of European Cultural Diversity.</i> London: The OU,1995. ISBN 0-415-12416-6. ISBN 0-415-12417-4.(pbk) Website: <a href="http://ec.europe.eu">http://ec.europe.eu</a>  <a href="http://www.infoeurope.eu">http://www.infoeurope.eu</a></p>

		Coins (national side on every coin)		
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TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
9. The price of unity	<ul style="list-style-type: none"> <li>- The students will be able to critically analyze the impact of unity in different contexts.</li> <li>- The students are going to reflect on the following topics:               <ul style="list-style-type: none"> <li>-- What are we prepared to receive?</li> <li>-- What are we prepared to give?</li> <li>-- What are we prepared to give up?</li> <li>-- What are the challenges we face?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Costs and benefits of unity</li> <li>- Political</li> <li>- Economic</li> <li>- Social</li> <li>- Cultural</li> <li>- Individual</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Group work</li> <li>- Discussions</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="http://ec.europa.eu/index_pt.htm">http://ec.europa.eu/index_pt.htm</a></li> <li>- <a href="http://www.euractiv.com/en/HomePage">http://www.euractiv.com/en/HomePage</a></li> <li>- <a href="http://europa.eu/scadplus/leg/en/s20000.htm">http://europa.eu/scadplus/leg/en/s20000.htm</a></li> </ul>