

EUS 305 INTRO TO EUROPEAN STUDIES

Spring, 2012: Unique 36185 TTH 9:30 to 11:00am WEL 2.312

Instructor: Katherine Arens, Dept. of Germanic Studies

Office Hours: TTH 8:30-9:25 & by appointment (BUR 320)

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Scholars often claim that "Europe does not exist." Yet the continent is there, home to a bewildering puzzle of many different histories, nations, cultures and languages, with more than 450 million people now living in the European Union -- a Union that argues whether it can stay together as part of the "Eurozone" or even expand eastward to include supposedly "non-Christian" countries like Turkey. As the political, social and economic relationships among the member states of that European Union shift on an official level, Europe and European identities have constantly to be (re)defined and renegotiated, and "average Europeans" seek to understand the relationships between official accounts of "their" situations, the histories they were taught in school and by their families, and their everyday experiences.

What, then, does it *mean* to study a Europe that is in flux this way? This course cannot answer that question straightforwardly, because US scholars in the social sciences and humanities who claim allegiance to "European Studies" all use different disciplines' strategies for understanding "Europe."

To resolve that problem in another way, this course will start by introducing several earlier attempts to make a more united, and presumably more peaceful and prosperous, "Europe" out of the nation-states on the continent. Each "imagined" Europe, as we shall see, was proposed to correct problems with the nation-states -- to change politics and everyday lives in particular ways.

A recent history of post-World-War-II Europe by Tony Judt will then be taken up as a start for the class' original work on Europe and its member nations. Judt tells the continent's story from the point of view of the era's global power politics, and then situates individual European states within them. Judt's text, then, provides accounts of Europe from the top-down and points to moments when those official accounts diverge for particular states and when they place individuals and groups who do not fit the national stereotypes under pressure.

The historical account of Europe as seen from the point of view of world politics is an interesting counterpoint to the evolution of European government since World War II, as realized in the Council of Europe and the European Union. The next part of the course will introduce the evolving structure of European governance as a precursor to discussion of case studies about what this "Europeanization" does to individuals, groups, and nation-states.

In the transition from official Europe to Europe's culture, the class will present resources and desiderata for researching issues in the European Studies context. The largest section of the course is devoted to a workshop on issues in contemporary Europe. In each case, readings from official sources are juxtaposed with news sources, writings from think tanks, and academic writing. The purpose of using official sources is to give students a springboard for juxtapositions between the "European" points of view and the national ones that they are researching as the semester goes on.

Assignments in this course are designed to introduce students into the materials, research strategies, and forms of professional communication that they will encounter as they later specialize in specific disciplines' versions of European studies. The assignments build on each other to help each learner acquire a body of skills and knowledge that will aid in their personal studies of Europe and in their major courses.

This course is the introductory core course for a concentration or major in European Studies at UT, but it requires no prerequisites except for the willingness to work in collaboration with others and to engage in a discovery process rather than seeking "right" answers. It carries the Global Cultures Flag.

ASSIGNMENTS AND GRADING:

- Daily Quizzes = 5% (2 points each: one for taking it, one for correctness)
- Chapter review = 10%
- Country Primer = 10%
- News Watch = 10%
- Policy Memo = 10%
- Hour Test = 15%
- Final Project: Policy Brief= 25%
- Online Final = essay examination = 15%

READINGS: BOOK TO BUY

Tony Judt. *Postwar: A History of Europe Since 1945*. New York: The Penguin Press, 2005. ISBN 978-1-59420-065-3. [[ORDERED AT COOP]]

READINGS: PDFed materials on Class BlackBoard Site

Tony Judt, *A Grand Illusion?: An Essay on Europe*. New York: New York UP, 2011 orig. [1996]. ISBN 978-0-8147-4358-4. [[PDF on class BlackBoard site]]

Michel de Certeau. *The Practice of Everyday Life*. Trans. Steven Rendall. Berkeley: University of California Press, 1984.

---, Luce Giard, and Pierre Mayol. *The Practice of Everyday Life, Vol. 2: Living and Cooking*. Trans. Timothy J. Tomasik. Minneapolis : University of Minnesota Press, c1998.

Jonathan W. Garlough. "Weighing in on the Wine Wars." *William and Mary Law Review* 46/4 (2005). Article 13.

Magdalini Kolokitha. "It's the End of the 'University' as we know it." Unpublished speech: First RESUP International Conference. Paris 1st, 2nd and 3rd February 2007.

Ruth Keeling. "The Bologna Process and the Lisbon Research Agenda: the European Commission's expanding role in higher education discourse." *European Journal of Education*, Vol. 41, No. 2 (2006)

"European Agenda for the Integration of Third-Country Nationals." European Commission, 2011.

"Migration and Integration in Europe: State of the Research." ESRC Centre on Migration, Policy and Society (COMPAS). University of Oxford, 2008.

WEB-BASED READINGS ON SYLLABUS

Many readings are websites. Generally, an excerpt from Wikipedia is present for its readability, but Wikipedia is not usable as reference materials. The online archives of the various European Agencies, however, contain reference materials that are straightforwardly considered government documents. Use Wikipedia to steer you toward the right names and issues, especially in an area like European Studies, which present a dizzying array of names, dates, and quotations. Use websites that stem from the organizations themselves for quoting and for authoritative definitions; use scholarly literature for definitive work.

SPRING, 2012

TTH SYLLABUS

NOTE: "Lecture Reference" points to texts, sometimes from Wikipedia, which can help you clean up your notes. Chapters from Judt's *Postwar* cited as recommended will be referred to in lectures, as well. When readings are long, you should skim -- finding sections dealing with issues and places you are interested, to fill the stated reading goal.

Week 1: 17, 19 January

TU Introduction to the course

1. Europe: Myth, Idea, Nightmare?

THU "The Idea of Europe": From Empire(s) to EU -- A Panorama

LECTURE REFERENCE:

- <http://en.wikipedia.org/wiki/Ideas_of_European_unity_before_1945>
- <http://en.wikipedia.org/wiki/League_of_Nations>
- <http://en.wikipedia.org/wiki/Pan-Europa_movement>
- <<http://www.paneuropa.org/>>
- <http://en.wikipedia.org/wiki/Richard_Nikolaus_von_Coudenhove-Kalergi>
- http://en.wikipedia.org/wiki/United_Nations
- http://en.wikipedia.org/wiki/History_of_the_United_Nations

READ: Judt, *Postwar*, "Introduction," 1-10

Judt, Chapter XXII: The Old Europe-- and the New, 701-748

Judt, *A Grand Illusion?*, Part 1

Habsburg, *Return to the Center*, (Catholic Europe)

READING GOAL: Figure out what images belong as "characteristic" of Europe -- what elements are *necessary* to Europe, in these various definitions? Does this

Week 2: 24, 26 January

TU "European" Studies and Post-World-War-II Europe

READ:

Judt, *Postwar*, Chap. XXIII: The Varieties of Europe, 749-776

Judt, *A Grand Illusion?*, Part 2.

READING GOAL:

What issues does Judt see in the Europe of the millennium? (Note: skim the text to find sample answers, don't read to memorize detail.)

RECOMMENDED SUPPLEMENTAL READING:

Judt, *Postwar*, Chapter XXIV: Europe as a Way of Life, 777-800

2. Europe and Its Issues: Historical Legacies and Today's Image of Europe

THU 1945-1960s: Europe Defined by War, Migration, and Integration

Read:

Judt, *Postwar*, Chapter I: The Legacy of War, 13-40 This is migration

---. Chapter II: Retribution, 41-62

READING GOAL:

Judt traces everyday impacts of the war, particularly in issues of forced migration, ethnic hatred of Germans, and disruptions of traditional ways of life. Imagine what

experiences the "average" European would remember of this era, and what they might think of official politics. Start figuring out what country you are really interested in following for your own work this semester.

RECOMMENDED SUPPLEMENTAL READING

---. Chapter IV: The Impossible Settlement, 100-128

Week 3: 31 January, 2 February

TU Europe "United" by Economic Interests and the Politic of Threat

Read:

Judt, *Postwar*, Chapter III: The Rehabilitation of Europe, 63-99

---, Chapter V: The Coming of the Cold War, 129-164

READING GOAL: Find at least one example each of how a nation turned to "Europe" because of economic or political forces -- how practicality overtrumped ideology or high political vision.

RECOMMENDED SUPPLEMENTAL READING (how the new stories told about Europe created other "official" responses, especially with respect to defense and decolonization):

---, Chapter VIII: The Politics of Stability, 241-277

---, Chapter IX: Lost Illusions, 278-323

THU Politics Defines Culture and the Expectations of the Social Welfare State

Read:

Judt, *Postwar*, VII: Culture Wars, 197-225

---, Coda: The End of Old Europe, 226-237

Chapter X: The Age of Affluence, and Postscript, 324-359

READING GOAL: Judt tells the story of how Europe's culture was changed, and often Americanized, to resist the story of the communist menace. Find two examples of how culture was manipulated politics.

RECOMMENDED SUPPLEMENTAL READING:

Judt, *Postwar*, Chapter VI: Into the Whirlwind, 165-196 (the East Bloc emerges)

---, Chapter XI: The Social Democratic Moment, 360-389 (social welfare state)

Week 4: 7, 9 February

TU The Second Post-War Generation: The End of Cold War "Unity" and the Start of a New Europe around 1968

Read:

Judt, *Postwar*, Chapter XII: The Spectre of Revolution, 390-421

---. Chapter XV: Politics in a New Key, 486-503 - greesm, womens, helsinki rights

READING GOAL: Judt documents a turn in European demographics that bring new issues into the definition of Europe (and new communities defined by them). Find two or more shifts in population and finance, and the ideologies arising from them.

RECOMMENDED SUPPLEMENTAL READING:

---. Chapter XVI: A Time of Transition, 504-534 (opening the gap between northern and southern Europe that is playing out today)

THU After 1989: The End of the Cold War and European Protectionism (including the rise of anti-Americanism)

Read:

Judt, *Postwar*, Chapter XIX: The End of the Old Order, 585-633 (really good narrative of details of wall fall).

---, Chapter XX: A Fissile Continent, 637-664 (the east bloc breakup into countries)

RECOMMENDED SUPPLEMENTAL READING:

---, Chapter XXI: The Reckoning, 665-700 (Balkan Wars as result)

3. The New Management of Europe: Bureaucracies Beyond the Nation-States

Week 5: 14, 16 February

TU The Cultural Mechanisms of the New Europe: Council of Europe

LECTURE TOPIC: The Council of Europe as organization for rights and treaties

Read around in:

Pre-history of the Council: <http://en.wikipedia.org/wiki/Council_of_Europe>

Council website: <<http://www.coe.int/lportal/web/coe-portal/home>>

Comparison to EU: <<http://www.coe.int/lportal/web/coe-portal/european-union>>

"Do not get confused": <<http://www.coe.int/aboutCoe/index.asp?page=nepasconfondre&l=en>>

And check out one of their special initiatives (your choice):

- <http://en.wikipedia.org/wiki/European_Social_Charter>
- <http://en.wikipedia.org/wiki/Parliamentary_Assembly_of_the_Council_of_Europe>
- <http://en.wikipedia.org/wiki/European_Charter_for_Regional_or_Minority_Languages>
- <http://en.wikipedia.org/wiki/Framework_Convention_for_the_Protection_of_National_Minorities>
- <http://en.wikipedia.org/wiki/European_Convention_on_Human_Rights>
- <http://en.wikipedia.org/wiki/Committee_for_the_Prevention_of_Torture>
- <http://en.wikipedia.org/wiki/Film_Award_of_the_Council_of_Europe>

READING GOAL: What kind of a entity is this? Compare CoE website with Wikipedia, as well. The idea is to read around in these descriptions to get a feel for their responsibilities.

NOTE: The Archives of the Council of Europe contain many documents critical to research: see <http://www.coe.int/t/dgal/dit/ilcd/Doc/Online_en.asp>

THU The Political Mechanisms of the New Europe: The European Union

LECTURE TOPIC: The European Union as organization for politics and economics

Read around in:

<http://en.wikipedia.org/wiki/History_of_the_European_Union>

<http://en.wikipedia.org/wiki/Three_pillars_of_the_European_Union>

<http://en.wikipedia.org/wiki/European_Union>

Executive Branch: <http://en.wikipedia.org/wiki/European_Commission>

Legislative Branches: <http://en.wikipedia.org/wiki/European_Parliament>
= <http://en.wikipedia.org/wiki/Council_of_the_European_Union>

Official Websites: <<http://www.consilium.europa.eu/>>

= <<http://www.european-council.europa.eu/home-page?lang=en>>

<http://en.wikipedia.org/wiki/European_Union_law>

<http://en.wikipedia.org/wiki/General_principles_of_European_Union_law>

RECOMMENDED SUPPLEMENTAL READING:

Master Information Site on the EU: <http://europa.eu/abouteuropa/index_en.htm>

Europe in 12 Lessons: <http://europa.eu/abc/12lessons/index_en.htm>

<http://en.wikipedia.org/wiki/Schengen_Area>

US Delegation to the EU: <<http://www.eurunion.org/eu/>>

Origin of the European Constitution:

<http://en.wikipedia.org/wiki/Convention_on_the_Future_of_Europe>
<<http://european-convention.eu.int/bienvenue.asp?lang=EN><
http://ec.europa.eu/archives/institutional_reform/
<http://europa.eu/lisbon_treaty/index_en.htm>

Week 6: 21, 23 February

TU First Hour Test

4. Researching Europe

THU Working with Your Country Group: News Watches and Wiki Page

LECTURE TOPIC:

Official information versus news reporting

Assessing Sources (see source analysis handout in your syllabus, too)

News Sources

Other sources: <http://www.eupedia.com/europe/maps_of_europe.shtml>

****REVIEW OF JUDT CHAPTER DUE**

Week 7: 28 February, 1 March

TU Scholarly Sources and Research Logic: Towards a Briefing Memorandum

Indexes, Abstracts, and Full Text

Building a Final Project

****Start your News Watch and build your Country Primer site.**

THU A Case Study in Research: Education Policies and Realities in Europe

Read Official Sources:

Framework: The Bologna Process: <http://en.wikipedia.org/wiki/Bologna_Process>

History: <<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>>

Education Structures -- What Students Do:

<http://en.wikipedia.org/wiki/Erasmus_Programme

<http://en.wikipedia.org/wiki/Lifelong_Learning_Programme_2007%E2%80%932013>

<http://en.wikipedia.org/wiki/Socrates_programme

RECOMMENDED SUPPLEMENTAL READING:

Treaties:

<http://en.wikipedia.org/wiki/Lisbon_Recognition_Convention>

<<http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=165&CM=8&DF=10/17/2007&CL=ENG>>

European Higher Education Area:

<http://en.wikipedia.org/wiki/European_Higher_Education_Area>

Official Website: <<http://www.ehea.info/>> (Note: has national reports here)

European University Association: <<http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/bologna-basics.aspx>>

Week 8: 6, 8 March

TU Case Study, Part 2: Public and Scholarly Reactions against Bologna

Read (and evaluate) Public Critiques:

<<http://www.euractiv.com/education/bologna-process/article-117448>>

<<http://www.voxeu.org/index.php?q=node/2708>>

<<http://euobserver.com/7/28023>>

Read (skim and evaluate) Scholarly Critiques:

Keeling, "The Bologna Process and the Lisbon Research Agenda" (pdf)

Kolokitha, "It's the End of the 'University' as We Know It" (pdf)

THU Case Study: Cultural Studies and Europe

In-class discussion: How to read film scenes in light of European migration politics

Three films on migration and assimilation:

My Beautiful Laundrette. Dir. Stephen Frears. Great Britain, 1985.

La Haine [Hate]. Dir. Mathieu Kassovitz. France, 1995.

Head-On [Gegen die Wand]. Dir. Fatih Akin. Germany, 2004.

CLASS DISCUSSION OF SCENES: Who are the good guys and bad guys in these scenes? European stereotypes of ethnic others.

March 10 - 18 SPRING BREAK

5. Issues in Contemporary Europe

Week 9: 20, 22 March

TU Migration, Immigration, and Integration: Official European Multi-Culturalism

Read:

<http://en.wikipedia.org/wiki/Demographics_of_the_European_Union>

<http://europa.eu/legislation_summaries/justice_freedom_security/free_movement_of_persons_asylum_immigration/index_en.htm>

<http://ec.europa.eu/home-affairs/policies/immigration/immigration_intro_en.htm>

<http://ec.europa.eu/home-affairs/policies/immigration/immigration_integration_en.htm>

RECOMMENDED SUPPLEMENTAL READING:

<http://en.wikipedia.org/wiki/Citizenship_of_the_European_Union>

<http://en.wikipedia.org/wiki/Immigration_to_Europe>

READING GOAL: Europe is admitting it is multi-racial, multi-cultural and multi-religion. Or is it? How do these official sites frame the idea of migration in their countries?

****News Watch complete and Country Primer Page due**

THU The View from Outside: News Watches on Migration

Read:

Your country's information on: <<http://www.migrationinformation.org/archives.cfm>>

Your classmates' news watches on migration issues.

RECOMMENDED SUPPLEMENTAL READING:

Class website: Migration-COMPAS-report.pdf

READING GOAL: Identifying stresses between country's position and the EU positions on migration, immigration, and integration. Prepare at least two examples.

Week 10: 27, 29 March

TU Making It Work?: Language Policy

Read around in:

<http://ec.europa.eu/languages/index_en.htm>

<http://ec.europa.eu/languages/languages-of-europe/index_en.htm>

<http://ec.europa.eu/languages/eu-language-policy/policy-documents_en.htm>

<http://ec.europa.eu/languages/eu-language-policy/studies_en.htm>

<<http://www.coe.int/t/dg4/linguistic/> >

<http://www.coe.int/t/dg4/linguistic/cadre_en.asp>

Sample national site:

<http://www.svrez.gov.si/en/areas_of_work/coordination_of_european_affairs/language_issues/>

READING GOAL: Find at least three differences between the approaches to multilingualism in the European Commission and the Council of Europe presentations.

How do these differences correlate with the different missions of the units?

****Briefing Memo due**

THU **Case Study: Turkish Language and Culture in Germany**

Read:

German bilingual education: <<http://www.dw-world.de/dw/article/0,,5409659,00.html>>

View from the Ground: <<http://www.humanityinaction.org/knowledgebase/240-i-think-i-know-the-way-a-closer-look-at-berlins-bilingual-education-system-for-children-of-turkish-origin>>

Berlin bilingual school: <<http://www.migrationonline.cz/e-library/?x=1963791>>

LITERARY TEXT: Abdelkebir Khatibi, *Love In Two Languages* (pdf on Blackboard)

<http://en.wikipedia.org/wiki/Abdelkebir_Khatibi>

RECOMMENDED SUPPLEMENTAL READING

<<http://www.dw-world.de/dw/article/0,,5392628,00.html>>

<<http://www.dw-world.de/dw/article/0,,15401189,00.html>>

READING GOAL: Compare these discussions on bilingual education to those in the US.

What EU values emerge?

Week 11: 3, 5 April

TU **Religion as Law and Culture in Europe**

<http://en.wikipedia.org/wiki/Religion_in_Europe>

<http://en.wikipedia.org/wiki/Christianity_in_Europe>

<<http://www.ceps.eu/book/place-religion-european-union-law-and-policy-competing-approaches-and-actors-inside-european-co>>

CASE STUDY: Islam and EU Laws and Customs

Head Scarf Ban:

<http://en.wikipedia.org/wiki/French_law_on_secularity_and_conspicuous_religious_symbols_in_schools>

Soccer and Religion: <<http://thinkprogress.org/alyssa/2011/06/07/238344/fifa-picks-headscarf-ban-over-sportsmanship/?mobile=nc>>

Muslims in Europe: <<http://news.bbc.co.uk/2/hi/europe/4385768.stm>>

RECOMMENDED SUPPLEMENTAL READING:

Otto von Habsburg, *Return to the Center* (chapter as pdf)

<http://en.wikipedia.org/wiki/Otto_von_Habsburg>

Michel de Certeau, *The Practice of Everyday Life*, Vol. 1, Chapter XIII (pdf on Blackboard)

READING GOAL: What are these texts defining as religion, and what kind of separation of church and state (if any) is in evidence here?

THU Culture Wars, I: Food as Identity Politics: The Myth and the Reality

Read -- official food issues:

<http://ec.europa.eu/food/index_en.htm

<http://ec.europa.eu/food/food/foodlaw/principles/index_en.htm

Read -- food fights:

Chocolate: <<http://www.rte.ie/news/2000/0315/chocolate.html>>

Wine: <<http://euobserver.com/19/25351>> and "Wine Wars" pdf on Blackboard

Beer: <<http://www.spiegel.de/international/zeitgeist/0,1518,686305,00.html>>

Cheese: <<http://www1.american.edu/ted/feta2.htm>>

"OUR" cooking: <http://en.wikipedia.org/wiki/European_cuisine>

RECOMMENDED SUPPLEMENTAL READING:

Michel de Certeau, *The Practice of Everyday Life*, Vol. 2, "The Neighborhood" (pdf excerpt on BlackBoard)

READING GOAL: How national and how regional is cuisine? How much is branding?

Week 12: 10, 12 April

TU Family Rights and Policies

Read Official Family Policies:

European Alliance for Families:

<http://ec.europa.eu/employment_social/emplweb/families/index.cfm>

<http://www.coe.int/t/dg3/familypolicy/database/default_en.asp>

<http://www.coe.int/t/dg3/familypolicy/default_en.asp>

Read :

EU News Watch version: <<http://www.euractiv.com/socialeurope/strengthening-european-family-policies-demographic-challenge/article-164096>>

Think-tank version: <<http://www.sociopolitical-observatory.eu/en/europaeische-familienpolitik.html>>

View from outside: <<http://www.lifesitenews.com/news/archive/ldn/2009/nov/09111607>>

READING GOAL: What is the same and different in the concept of family rights and family values in Europe and the US?

THU Gay Rights and Policies

Read Official Versions:

International gay rights organization: <<http://ilga.org/>>

Country by country data: <http://www.ilga-europe.org/home/guide/eu/lgbt_rights>

European Parliament Work Group: <<http://www.lgbt-ep.eu/>>

European Trade Commission: <<http://www.etuc.org/r/1355>>

Council of Europe:

<http://www.coe.int/t/commissioner/activities/themes/lgbt/default_en.asp>

Fundamental Rights Agency: <http://fra.europa.eu/fraWebsite/lgbt-rights/lgbt-rights_en.htm>

SUGGESTED SUPPLEMENTAL READINGS:

<<http://www.futurescopes.com/gay-dating/3103/gay-festivals-europe>>

<http://en.wikipedia.org/wiki/LGBT_rights_in_Europe>

<http://en.wikipedia.org/wiki/LGBT_rights_by_country_or_territory>

READING GOAL: In Europe, human rights diction is used to talk of gay rights. What is and isn't covered in the program that results from this?

Week 13: 17, 19 April

TU Things You Didn't Really Want to Know about European Pop Culture

Read or Watch:

Eurovision Contests: <http://en.wikipedia.org/wiki/Eurovision_Song_Contest>

The Evidence: <<http://www.youtube.com/watch?v=0oqGYn-qGbk>>

Europop: <<http://en.wikipedia.org/wiki/Europop>>

Dance, Dance, Dance: <http://en.wikipedia.org/wiki/Eurovision_Dance_Contest>

<<http://en.wikipedia.org/wiki/Eurodance>>

THU Official Culture in the EU (Focus: Film)

Read:

<http://en.wikipedia.org/wiki/Culture_of_the_European_Union>

<http://eacea.ec.europa.eu/culture/programme/strands1_en.php>

<<http://www.efp-online.com/>>

RECOMMENDED SUPPLEMENTAL READING:

<http://ec.europa.eu/avpolicy/reg/tvwf/implementation/promotion/index_en.htm>

Sample Case: <http://ec.europa.eu/avpolicy/info_centre/library/case_law/index_en.htm>

<<http://www.goldenglobes.org/>>

<http://en.wikipedia.org/wiki/Academy_Award_for_Best_Foreign_Language_Film>

<http://en.wikipedia.org/wiki/List_of_Academy_Award_winners_and_nominees_for_Best_Foreign_Language_Film>

READING GOAL: What is "official" film culture, in the view of these organizations?

Week 14: 24, 26 April

TU The Euro and Its Checkered History

Read:

<http://en.wikipedia.org/wiki/History_of_the_euro>

<<http://en.wikipedia.org/wiki/Eurozone>>

<http://en.wikipedia.org/wiki/European_Central_Bank>

<http://en.wikipedia.org/wiki/European_sovereign_debt_crisis>

<http://en.wikipedia.org/wiki/European_Financial_Stability_Facility>

<http://www.spiegel.de/international/topic/euro_crisis/>

READING GOAL: The Eurozone is not identical with the EU. What national issues emerge?

THU The Euro Blame Game: Euro Crisis News Watch

Read:

Blame Germany and its Gauleiters: <http://www.washingtonpost.com/opinions/in-euro-zone-crisis-germany-is-the-reluctant-savior/2011/12/01/gIQA4rJ8LO_story.html>

READING GOAL: Bring in news watch data on a specific country. What arguments are used for/against the Euro, and why?

Week 15: 1, 3 May

TU Sports and Ethnic Europe

European Football: <<http://www.uefa.com/>>

European Football (commercial): <<http://www.fifa.com/>>

<http://ec.europa.eu/sport/index_en.htm>

<http://ec.europa.eu/sport/what-we-do/social-inclusion-integration-and-equal-opportunities_en.htm>

CASE STUDY -- "NATIONAL" TEAMS:

<<http://mobile.bloomberg.com/news/2011-05-10/french-soccer-federation-didn-t-break-laws-with-quota-talks-jouanno-says>>

<http://www.foreignpolicy.com/articles/2010/07/01/le_scandal>

<<http://nbcports.msnbc.com/id/38628047/ns/sports-soccer/>>

<<http://www.guardian.co.uk/football/2011/may/03/fff-race-quotas-allegations-blanc>>

READING GOAL: Does sports define Europe or the nation states? Why do you think so?

THU Final Class: information on final. Online final examination will be available by Friday (tomorrow) evening sometime.

OFFICIAL FINAL EXAM TIME for a class meeting TTH 9:30–11:00 am
Thursday, May 10, 2:00-5:00 pm

See <<http://registrar.utexas.edu/schedules/122/finals>> to plan your final work.
This time may not be changed by any individual instructor.

YOU MUST HAVE YOUR FINAL PROJECT TO BUR 320 IN HARD COPY
BY THURSDAY, MAY 10, 2 PM;
YOU MUST BE LOGGED INTO THE FINAL EXAM BY 2 PM AND FINISHED BY 5 PM .

EUS 305 INTRO TO EUROPEAN STUDIES

Spring, 2012: Unique 36185 TTH 9:30 to 11:00am WEL 2.312

Instructor: Katherine Arens, Dept. of Germanic Studies

Office Hours: TTH 8:30-9:25 & by appointment (BUR 320)

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ASSIGNMENTS

GENERAL NOTE:

Each type of assignment and exam has its own description below or appended to this page. Please read them through carefully, because they constitute the contract that the instructor is making with you -- they are the basis for your grades. All written assignments must be submitted in hard copy at the start of the class period when they are due. Neither the professor nor the TA will accept emailed assignments. Exams/tests are online at the class Blackboard site (accessible over your UTDirect page).

Make sure you have updated your email with the University (also through UT Direct); make sure you pick up your email and/or set your listservs on digest so that your email account does not fill up. The instructor is not responsible for emails rejected because your box is full, or lost because you've failed to update your address; emails are official UT correspondence and are considered valid notifications if sent to the address you provide, whether received or not.

The instructor answers email during business hours (M-F 8-5). Do not expect responses before class, in less than 24 hours, or on weekends. Email must be used politely, as the equivalent of a phone call, not as an on-demand message board. This is particularly important for online quizzes and projects; if you are unsure about the technology, start early so that problems may be addressed in a timely fashion.

OVERVIEW OF GRADING:

This class will use +/- grading. All assignment grades will be posted on the Blackboard Gradebook. The grades will be posted as points or percentages, with each assignment's point totals indicated. Check your grades often; protests will only be entertained within one week of grade postings. The final grade will be weighted as below, combining the individual elements posted.

Conversions of Letter Grades and Numerical Percentages:

- A+=97-100; A = 95-96; A- = 90-94 (note: In Blackboard, 95-100 = A)
- B+=87-89; B = 85-86; B- = 80-84;
- C+=77-79; C = 75-76; C- = 70-74;

- D+=67-69; D = 65-66; D- = 60-64;
- F = below 60.

This semester's assignment percentages, indicated as a percentage of final grade:

- Daily Quizzes = 5% (2 points each: one for taking it, one for correctness)
- Chapter review = 10%
- Country Primer = 10%
- News Watch = 10%
- Policy Memo = 10%
- Hour Test = 15%
- Final Project: Policy Brief= 25%
- Online Final = essay examination = 15%

Deductions:

- Any late assignments will be docked one letter per day late; not accepted at all after the next class period (T/TH lecture) without proof of medical or equivalent emergency (e.g. doctor's note).
- Any rescheduling of due dates must be done a MINIMUM of 14 days before the work is due. These are the standards that University athletes are held to; all students can do the same.
- No work may be submitted by email unless prior arrangements are made.
- Work submitted without page numbers, without your name on each page, and/or not stapled will automatically have a deduction of three points off its grade.

Readings and Reading Assignments:

The readings listed on the syllabus are complete texts and excerpts from many different sources, as indicated in the list of readings above. Reading assignments are due THE DAY THEY ARE LISTED on the syllabus.

Full information on each title, as well as where each is to be found/bought, is found in the list of materials attached to the syllabus. Most texts are on the class BlackBoard site in the "Class Documents" folder, organized alphabetically by author and title. Any readings marked as pertaining to your Friday sessions MUST be brought to class.

The syllabus includes links to many websites, many from Wikipedia. Wikipedia may **NOT** be used for academic research, but it contains many useful plot summaries and basic (and mostly correct, if not flagged) information on authors' and directors' lives and writings. A very few are chosen to provide introductory definitions of important terms. Some URLs are links to articles that **must** be read; the articles marked as "lecture references" should be skimmed (that is, read at least the introductory paragraph before class, if you can, and use the material there to clear up your class notes on spellings, dates, etc.).

Read to the end of the assignment sheet; you will be responsible for following all directions. Due dates as indicated on the syllabus

Daily Quizzes:

Many days, the class will start with a pop quiz. These will consist of one or two questions, usually multiple choice, true/false, or a brief fill in the blank.

The topic can will be obvious facts and conclusions from the class readings -- some big picture item.

No makes ups; no taking the day's quiz late (it will be OVER by 3-5 minutes into class). Don't come late. Quizzes are worth 2 points each: one for taking it and writing your name on the card, and one for getting the answer(s) right.

Written Assignments: General Information

(see descriptions of each assignment for its length and details)

FORMAT

- Double spaced, 1 inch margins all round.
- 11 or 12-point type, Arial, Geneva, Times or Times New Roman
- Your name and a page number on EVERY PAGE (top right or bottom center or right -- use "header" or "footer").
- Pages must be stapled together. Instructors do NOT provide staples or staplers.
- All citations (footnotes or endnotes, and bibliography) must be in Chicago Style. (Is this a mystery? See < <http://www.lib.utexas.edu/students/citing/index.html> > for general information or < <http://www.lib.utexas.edu/noodlebib/> > to use Noodlebib). You may use either a reference list and in-text citations or notes with complete bibliographic information about all texts used and page references to citations.

GRADING RUBRIC FOR WRITING ASSIGNMENTS

All written assignments have the same basic structure, including five elements:

1. An introduction to the topic, identify the who, what, where, and when of the issue you are writing about
2. A statement of the argument structure that will be used (the data set and the logic of analysis that you will subject it to) and the goal of that argument (why you are arguing that way, what you hope to achieve, why the reader should care about your argument at all
3. Two or three examples (at the length appropriate to the individual assignment, from one paragraph to a page or more each) that are discussed in terms of the proposed argument structure, and that each are exemplified with direct quotations from text materials -- the analysis of the examples needs to *quote* the material being analyzed before you show the reader why the example is important.
4. A conclusion that amplifies the significance of your results. You have made small claims in explaining the examples; what do those small claims add up to for the overall argument you are making -- why should the reader care about the work you did, and what have you

shown beyond the self-evident that might in the future change how we look at the text or at texts like it?

5. A bibliographic apparatus (as above), including citations for all texts and necessary attributions to quotations from and paraphrases of original materials that you draw on for your analysis.

Each section is credited with up to 3 points for execution. The overall written text is assigned an additional 3 points for consistency and clarity (do all the sections follow from and build on each other, as part of a developing analysis are transitions clearly marked?, are examples analyzed in parallel form), for a total of 18 points for the entire assignment.

Assignment of Points for Each Element

0 = missing, vapid/general (with little or no specific references)

1 = partially present, with defects in execution or some missing or underdeveloped parts of the section

2 = all necessary part of the section are present and adequately executed

3 = section exceptionally well-developed or stated

A DEDUCTION of up to three points will be made for: faulty, unproofed, unclear, or ungrammatical prose (including bad punctuation and improper paper formatting)

CONVERSIONS: 17 points = A; 14 points = B; 11 points = C; 8 points = D; 5 points and below = F (+/- assigned according to the in between numbers: 16 points = A- for the assignment))

First Short Writing Assignment: Book Review of a Chapter from Judt, *Postwar*

This writing assignment is a critical review of a chapter, done in an essay of approximately 500 words, recommending for or against the utility of the chapter for a particular audience or as a specific kind of information. Done individually by each student.

Thus you need to start with a clear thesis statement and introductory paragraph (indicating what kind of a review you are writing, for whom, and with an idea of how you will argue it), in proper format. A good review (film or literature) conveys what the text is about, assesses its strengths and weaknesses against stated criteria (it is good *because* . . .), gives examples of how you see those strengths and weaknesses represented in the chapter, and makes recommendations about it being worth the time -- recommendations aimed at specific audiences ("people interested in political history," "people who like reading about cultural history").

OTHER INFORMATION ON HOW TO WRITE A REVIEW

Help on the process:

- "Writing a Book Review": <http://owl.english.purdue.edu/owl/resource/704/1/>
- "Book Reviews": <http://writingcenter.unc.edu/resources/handouts-demos/specific-writing-assignments/book-reviews>

Examples:

- see what kinds of book reviews are acceptable on the national level: <http://www.nytimes.com/pages/books/index.html>

Second, Third and Fourth Assignments:

Country Primer, News Watch, and Briefing Memo (group assignments)

In the first two weeks of class, you will be broken up into groups according to what EU-member nation (or nation-in-waiting) you want to focus on. Groups may have between 3 and 5 members.

Each group will be responsible for setting up a page for that country on the class Wiki site (<http://wikis.la.utexas.edu/eus305/>) and for creating a set of country-specific reference links and a news watch with an accompanying briefing memo. Put the names of the group members on top, identified only by eids, which you will use as your byline for your posts.

The first part of the page should introduce the country: history, location, demographics, form of government, population, capital, etc.

After that, the group members will need to identify and list (with live links to websites):

- Where to find government documents and the website(s) for all branches of government
- Where to find government press releases
- Where to find government documents
- The entity that links the country to the EU or related organization, and that entity's website (e.g. "delegation to the EU" or "delegation to the Council of Europe"), if possible
- The major national news media sources (including those which exist in English).

Separate the government links and news links from each other.

After these items are established, the team must choose one of three topics (migration/integration issues [aka immigration], national sports teams, or the relation to the Euro and Eurozone), as seen in "their" country. During a two-week-long News Watch period, the team's goal is to find articles and reports that characterize official and public debates on the topic. Note that if you do sports, the point is to discuss the teams in terms of national image and national economy, not players and game.

This project will require the members of each group to follow the national news sources you have identified, and to look at certain regional sources, as well (see the last section of these assignments for a starter list).

For the two weeks of your "watch," each member of the team is responsible for finding at least one article from that day and posting it to the website with an appropriate tag on it. The goal here is to create the equivalent of a tweet update or screen crawl for those who consult your page. Use your eid for your by-line on each post, and don't forget "date posted" footer, so that you can be given credit for your work. It might be prudent for you to divvy up news sources before you start, to avoid duplication.

After you have done the two weeks of News Watch, you will need to formalize what you have learned into a two- to three-page Briefing Note/Memo. See "How to write a briefing" (pdf on Blackboard) or <http://web.uvic.ca/~sdoyle/E302/Notes/WritingBriefingNotes.html> for directions on what such a note contains. You are writing that memo for a junior bureaucrat who is walking into a meeting on the level of Congress/Parliaments on the topic; it will give the state of the chosen issues for the country you are working on. The memo must also have your EIDs as addresses on every page, and fit the general criteria for writing assignments noted above. This memo will be attached to the Wiki page for the country.

Note that this is a GROUP project -- it is up to the group to figure out how to collaborate and get it finished. Any issues about who did what work should be referred to your professor; keep documentation of the work you contributed to the tasks.

First Hour Test:

This will be an in-class examination with an objective part (map, capital, and flag identification of the EU countries) and short answers/essays about the structure and functions of the entities that run Europe. A handout with more details will be available about a week before the examination.

Final Project: POLICY BRIEF

The final project is an individually written Policy Brief that may grow out of the earlier note, or take up a new topic. It is a piece of more extended research and writing aimed at arguing for or against some piece of policy: in this case, for or against a course of action for an individual country confronting the EU. Imagine that you are going to present it in front of a committee, to lay out the common understanding, analyses of possible actions, and a recommendation. .

NOTE that you will have to do research in scholarly sources, not only in government documents, but also in current articles in academic journals. A handout on research will be available when we discuss the project. You will be expected to use reference and citation forms according to Chicago Style. You will be expected to consult at least 4 sources that originate scholarly journals, as well as the appropriate government documents.

Some examples (prepared to have visual impact, which is not required here) are available at: <http://www.richmond.ac.uk/content/library/subjects/politics/policy-briefs.aspx>. A good general description is found as "Guidelines for Writing a Policy Brief" in the class PDFs. Length = 8 pages plus bibliography.

Final Exam Details

The final exam is a single log-in, open book exam with essays on the readings. The final exam is a 3-hour essay examination that combines long and short essays. You will be given a review sheet that specifies what objective knowledge you must have about the major class readings and viewing assignment.

There will be a choice of questions for the essays, which will focus on issues of discussed in the second half of the class.

Online Exam: General Technical Note

When you log into the exam site on Blackboard, you will have one try to complete your test. YOU MAY NOT PAUSE THE QUIZ OR LOG IN AGAIN. There will be a practice login, for you to check your computer connection and to learn where the buttons are -- do NOT do this test on any computer whose connection is bad or where the cat can sit on your keyboard (the new version of "the dog ate my homework"). Remember that there are many reliable computer labs on campus, some open 24/7. A practice test will be available to try out your connection.

If your computer freezes or your connection is lost, you will NOT be allowed back into the test, unless the professor can verify that you have a significant start on your work (that is, you have done the work and have been using save/submit properly, not just that you have looked at the questions and now want to go figure out how to answer them). If you have lost significant work (proved by work saved in the computer) AND you are doing the test more than 48 hours BEFORE the exam due date and time, email the professor (not the TA), who will adjudicate. If your work is not there in the computer, you will have to come to a location designated by the TA (for short exams) or to the official exam time and place (if the final) and complete an alternate version of the test, one which may not include optional choices. There is no other appeal possible.

READ THE DIRECTIONS ON THE COMPUTER. LEARN TO USE YOUR COMPUTER -- a *sine qua non* for surviving in college and professional settings. Half the campus uses BlackBoard examinations, and 95% of the students manage to complete them without technical glitches. Get familiar with your computer and with campus IT resources early in the semester.

It is recommended that you take BlackBoard training when it is offered early in the semester. There aren't many buttons, but they can freeze you out if you use them wrong. DO NOT EVER USE THE BACK ARROW ON YOUR BROWSER -- that is a guarantee to lose your exam. BE SURE YOU CHECK OUT WHAT BUTTONS EXIST ON THE PAGE BEFORE YOU TRY ONE -- "submit" is not the same as "save." Use the sample test to learn to tell the difference.

PRIMER ON NEWS SOURCES:

GOOD PLACES TO START ON LOCATING NEWS:

- European Voice: <<http://www.europeanvoice.com/>> (independent reporting on EU)
- European People's Party: <<http://www.epp.eu/>> (self-identified as center-right)
- Independent media portal for reporting on / lobbying EU: <<http://www.euractiv.com/>> = covers EU>
- EU Pressroom: <http://europa.eu/press_room/index_en.htm>
- Omnibus newspaper site: <<http://www.presseurop.eu/en>>
- Omnibus magazine site: <<http://www.eurozine.com/>>

TO IDENTIFY NATIONAL NEWS SOURCES CONSULT:

- <http://www.world-newspapers.com/>
- <http://www.abyznewslinks.com/>
- <http://www.abyznewslinks.com/europe.htm>

You will have to establish priority among the media you find.

Important news sources *start* with the following list, which may need to be expanded to include more digital media and other national papers:

US:

- <http://global.nytimes.com/>
- www.cnn.com/
- [www.bbc.co.uk/news/world/europe/;](http://www.bbc.co.uk/news/world/europe/)

Northern Europe: www.guardian.co.uk/

- www.irishtimes.com
- www.stockholmnews.com
- www.norwaypost.no/
- <http://politiken.dk/newsinenglish/>

Western Europe:

- www.spiegel.de/international/
- www.france24.com/en/
- www.dutchnews.nl/
- www.elpais.com/misc/herald/herald.pdf

Eastern Europe:

- www.ceskenoviny.cz

- www.warsawvoice.pl
- www.mn.ru; www.croatiantimes.com/

Southern Europe:

- www.turkishweekly.net
- www.athens-times.com
- www.bulgariagazette.com
- www.corriere.it/english/

Other information sources:

Europe's Document portal: <http://europa.eu/index_en.htm>

EU Centers of Excellence (in US): <<http://euce.org/>>

PRACTICAL INFORMATION:

CLASS AND CLASSROOMS:

Cell phones must be turned off in class and kept out of sight in backpacks or pockets; computers and other electronic devices may not be used in the lecture classroom or discussion sessions unless the user has registered as a student with disabilities who needs a computer as an accommodation.. If a student uses electronic devices and creates a disturbance for the professor or other students, s/he will be asked to leave for the remainder of that class.

ATTENDANCE IS COMPULSORY. Short quizzes at the start of an hour will be your attendance proof (see information on daily quizzes).

SYLLABUS AND ASSIGNMENTS:

All requirements have been given to you in writing, in the package including this sheet. If you don't read it and miss something, it's not our problem. **NO LATE WORK ACCEPTED**; see the conditions for making up work for medical and other leaves are listed in the next section.

FINALS are given at times established *by the University* and posted as part of the course schedule. **THESE TIMES ARE NOT NEGOTIABLE.** The syllabus indicates this semester's deadline.

WEB PRESENCE:

- Class gradebook is on the class' Blackboard site, the link to which can be found in "My Classes" under UT Direct.
- Class Readings are that are PDFs are on the Blackboard site under "Class Documents"

ACADEMIC ASSISTANCE

- Academic Assistance is provided by the UT Learning Center, in Jester Center, Room A115A. It offers help with college-level writing, reading, and learning strategies. It is free to all currently enrolled students.
- See: <http://www.lib.utexas.edu/services/assistive/policy.html> for requesting help in using the main library (PCL) or the Fine Arts Library (for films).

STUDENTS WITH DISABILITIES

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY. Any student with a documented disability who requires academic accommodations should contact the Service for Students with Disabilities as soon as given to your TAs to receive accommodations. You **must** be registered with the Students with Disabilities Services to request any accommodations for tests, assignments, or other assistance and work with that office to arrange them with your instructors. See: <http://www.utexas.edu/diversity/ddce/ssd/index.php>.

RELIGIOUS HOLIDAYS AND OTHER ABSENCES

- By UT Austin policy, you must notify the instructor and TA of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
- The same applies to official university obligations like Club or Varsity sports, which usually provide documentation of planned away games at the start of each semester.
- Documentation from a physician is required for medical absence; arrangements for work to be made up must be made promptly.
- In no case should the work be completed more than 2 weeks after the absence.

- Other absences (e.g. family events) must be arranged for at least TWO WEEKS IN ADVANCE and missed work must be turned in at the NEXT CLASS SESSION after the one you missed. Submission before you leave is of course encouraged.

CHEATING AND PLAGIARISM

All students fall under the UT Honor Code:

The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. <
<http://registrar.utexas.edu/catalogs/gi09-10/ch01> />

Cheating and other forms of scholastic dishonesty, including plagiarism, will be reported to the Dean of Students. Cheating on tests or plagiarism on papers will mean an F for the assignment, with no makeup possible. If you engage in any form of scholastic dishonesty more than once, you will receive an automatic F for the course.

If you are unsure about the exact **definition of scholastic dishonesty**, you should consult the information about academic integrity produced by the Dean of Students Office: <
http://deanofstudents.utexas.edu/sjs/acint_student.php>.

Plagiarism means using words or ideas that are not your own without citing your sources and without indicating explicitly what you have taken from those sources. If you are unsure about what constitutes plagiarism, consult:

<<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>>

What does "**citing your sources**" mean? It means providing appropriate footnotes and bibliographic entries. See

<<http://www.lib.utexas.edu/services/instruction/learningmodules/citations/>>. To make correct citations, researchers often use bibliographic software like UT's "Noodlebib" <
<http://www.lib.utexas.edu/noodlebib/>> or Zotero <<http://www.zotero.com>>.

ADDITIONAL INFORMATION ON CHEATING:

The Student Judicial Services Website provides official definitions of plagiarism and cheating:

- Definitions of plagiarism and other forms of scholastic dishonesty, based on Section 11-802d of UT's *Institutional Rules on Student Services and Activities*:
 < http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php >
- The University's Standard of Academic Integrity and Student Honor Code (from Chapter 11 of the University's *Institutional Rules on Student Services and Activities*):
 < http://deanofstudents.utexas.edu/sjs/acint_student.php >
- Consequences of scholastic dishonesty:
 < http://deanofstudents.utexas.edu/sjs/scholdis_conseq.php >
- Types of scholastic dishonesty: unauthorized collaboration, plagiarism, and multiple submissions: < http://deanofstudents.utexas.edu/sjs/scholdis_whatish.php >

BEHAVIOR CONCERNS ADVICE LINE (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <
<http://www.utexas.edu/safety/bcal> >.

SUMMARY OF RESOURCES FOR LEARNING & LIFE AT UT AUSTIN

The University of Texas has numerous resources for students to provide assistance and support for your learning.

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

- Career Exploration Center: <http://www.utexas.edu/student/careercenter/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

EMERGENCY EVACUATION POLICY

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

If you require assistance to evacuate, inform your TA in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Q DROP POLICY AND OTHER SIGNIFICANT DATES

- Texas law limits the number of course drops for academic reasons to six. Senate Bill 1231 says:
Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.
- Note that the dates for dropping courses and changing grades are indicated in the University Academic Calendar: < <http://registrar.utexas.edu/calendars/> >. You are responsible for these dates; instructors have NO control over them.

SOURCE ANALYSIS WORKSHEET: Finding and Evaluating Secondary Sources¹

1. Setting the stage: Before you start your search

Identify your topic and the requirements for quantity (how many), quality (scholarly? popular? opinion-based? research based?), and type (book, article, website?) of secondary sources that your project requires (usually part of the assignment directions).

2. Finding and Collecting Sources:

- Where do you go to look for sources on this topic? Why?
- How do you search? What keywords do you use?
- Skim your results (key words, titles, abstracts): do you get what you expect, what seems useful? If not, change your key words until you do.

3. Assessing Your Collection: Choose the most likely results you got, and start sorting to get the number you need. How do your sources stack up in terms of:

- Currency:
 - Is the information current or historical?
 - Is it current enough for your research?
- Authority:
 - Who wrote it? What are their qualifications/
 - Who published it? Are they reputable? Credible?
 - Is it scholarly or non-scholarly?
- Accuracy:
 - Is does the information seem accurate?
 - Do the authors document their sources of information?
 - Do the author cite a range of sources?
- Perspective/ bias?
 - What position does this source take? If it is biased, is it pro or con?
 - Is it based on fact or opinion, and how do you know that?

4. Choosing Your Sources and Documenting Them

- Provide source information
 - Type
 - Citation (check which format)
- Briefly explain why you chose these sources

¹ "Primary sources" refers to documentation of an event, person, place, thing (etc.) that stems from its immediate context -- documentation (texts, news, pictures, video, etc.) that is exactly contemporaneous with the event. "Secondary sources" refers to scholarly or professional sources that present work on or with primary sources to present an overview, synthesis, analysis, etc. of the primary source materials, and which thus argue points of view about the event, person, place, thing, etc. Primary sources can come from popular or professional providers of all sorts; secondary sources generally originate from experts.