EUS 305 INTRO TO EUROPEAN STUDIES   (**Global Cultures Flag)
Fall, 2014: Unique 36585   TTH 2:00 to 3:30 pm BUR 208
Instructor: Katherine Arens, Dept. of Germanic Studies <arens@austin.utexas.edu>
Office Hours: TU/TH 9:30-10:30 & by appointment (BUR 320, 512-232-6363)
TA: Amanda Randall <azrandall@utexas.edu>
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COURSE OBJECTIVES:
By the end of this course, you will be able to:
- understand the significance of "United Europe" as a historical necessity and a historical accident, and how various political entities and social problems work for or against that unification
- frame arguments about Europe in terms of the needs and experiences of three post-war generations' politics and experiences
- find and assess current event and scholarly sources pertaining to the study of contemporary Europe, justifying their pertinence and quality with references to today's research norms.

COURSE DESCRIPTION
        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 anchor 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 form 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 national ones that they research as the semester goes on.
        Assignments in this course are designed to introduce students to the materials, research strategies, and forms of professional communication that they will encounter later 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.

ASSIGNMENTS AND GRADING:

- Chapter review = 10%
- Webpage: 5 tasks (one in two parts) assigned in syllabus to situate your country = 10%
  (2 points each: one for submitting it on time, one for correctness)
- Source Analysis Assignment = 10%
- Three one-hour online tests @ 10% each = 30%
- Policy Brief= 20%
- Final Evaluative Book Review of *Postwar* = 20%

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 Canvas Site

Michel de Certeau, Luce Giard, and Pierre Mayol. *The Practice of Everyday Life*, Vol. 2: *Living and Cooking*. Trans. Timothy J. Tomasik. Minneapolis: University of Minnesota Press, 1998, plus two pages from Volume 1.

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

Richard Goff, et al. *The Twentieth Century and Beyond: A Global History*. 7th ed. New York: McGraw Hill, 2008 (excerpts).

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

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)

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

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

WEB-BASED READINGS ON SYLLABUS

Many readings are parts of websites. Generally, an excerpt from Wikipedia is present for its readability, but WIkipedia is only usable as a point of comparison, not as "official" materials, which need to be found on official websites for governments and entities.   The online archives of the various European Agencies, moreover, 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 in your written work; use scholarly literature for definitive work on your final projects.

CLASS WEBSITE: Canvas Learning System
BANDWIDTH: You will need enough bandwidth to post newslinks with commentary 5 times during the semester

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NOTE:

- "Class materials" numbers in parentheses correlate with PowerPoints that will be posted on the Canvas website and with the live link pages posted there. They are NOT a count-down for the present semester.
- "Lecture Reference" points to texts, sometimes from Wikipedia, which can help you clean up your notes and which you may need to read to prepare for exams and written work; they contain references that are incomplete in the class powerpoints.
- Chapters from Judt's *Postwar* and other readings 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 that interest you, and come in prepared to contribute an issue that fills the stated reading goal.
- "Reading" a website (other than Wikipedia) means
    1. figuring out how it's put together and what information is contained in it
    2. identifying what the "mission statement" of the entity is (what it claims it does)
    3. identifying the source of the website (who put it together and what is its spin and/or its credibility?)
    4. Taking away from it the data to answer the Reading Question posed for the day.

Week 1: 28 August

TH   Introduction to the course (Class Materials 1)

LECTURE REFERENCE:

- Judt, *A Grand Illusion?*, Part 1
- Syllabus materials
- The Prehistory of where we start the course:
    - <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

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CLASS PART 1: EUROPE AND ITS HISTORY: MYTH, IDEA, NIGHTMARE?

Week 2: 2, 4 September

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TU **"The Idea of Europe": From Empire(s) to EU -- A Panorama (Class Materials 2)**

READ:
Judt, *Postwar*, "Introduction," 1-10
RECOMMENDED FURTHER READING:
Judt, Chapter XXII: The Old Europe-- and the New, 701-748, especially 713-748
READING GOAL: These two sections describe the situation of Europe after 1989 (the fall of the Berlin Wall, and the end of the Cold War (the West's battle against Communism). Judt shows how this key date *changed* or *challenged* the stories of Europe at play since 1945. Come in with at least one example of a story of Europe that he discusses, and know why he thinks that story is relevant to "the problem of Europe" as a whole.
LECTURE REFERENCE: • See the links from the prior class for concepts that may recur in discussions of pre-1945 Europe

TH **"European" Studies and Post-World-War-II Europe (Class Materials 3)**

READ:
Judt, *Postwar*, Chap. XXIII: The Varieties of Europe, 749-776
RECOMMENDED SUPPLEMENTAL READING:
Judt, *Postwar*, Chapter XXIV: Europe as a Way of Life, 777-800
READING GOAL: Judt discusses stories of Europe that have lost their reality after 1989, when the stories put in place by the Second World War and the Cold War no longer seem true to many living in Europe.   Be able to explain at least one story and why it no longer works for the people living in a particular country of Europe. (Note: Chapter XXIII has mostly political problems; Chapter XXIV OFFERS mostly situations in culture.
LECTURE REFERENCE: • Judt, *A Grand Illusion?*, Part 2

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Week 3: 9, 11 September

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TU   The First Generation -- 1945-1960s: Europe Defined by War, Migration, and Integration (Class Materials 4)

READ:

Goff et al., _Twentieth Century_, Chapter 20, 304-325
 	
 SKIM:
 	
         Judt, _Postwar_, Chapter I: The Legacy of War, 13-40
 	
         ---. _Postwar_, Chapter II: Retribution, 41-62

READING GOAL: Goff traces the who, what, where, and when of the postwar era.   Judt traces everyday impacts of the war, particularly in issues of forced migration, ethnic hatred of Germans, and disruptions of traditional ways of life.   Read enough of Judt to be able to give two or three examples of experiences that the "average" European would remember of this era -- what was on their minds in the first years after the end of WWII.   Start figuring out what country you are really interested in following for your own work this semester.
LECTURE REFERENCE AND RECOMMENDED SUPPLEMENTAL READING: •   Judt. Chapter IV: The Impossible Settlement, 100-128

TH   Europe "United" by Stories of Rehabilitation and the Politic of Threat (Class Materials 5)

READ:
Judt, _Postwar_, Chapter III: The Rehabilitation of Europe, 63-99   SKIM: Judt, _Postwar_, Chapter V: The Coming of the Cold War, 129-164
READING GOAL: In Chapter III, Judt shows us the mindsets of several countries in Europe in the years past WW II; in Chapter IV, he shows us how different political solutions (_both_ capitalist and communist) tried to reorient the continent's future.   Be able to: • Explain the problems on the table for at least one country (their material and ideological

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needs)   • Explain what drove that country to be either pro- or anti-communist (in ideology)

LECTURE REFERENCE AND RECOMMENDED SUPPLEMENTAL READING
 	
(how the new stories told about Europe created other "official" responses):
 	
    •   Judt, *Postwar*, Chapter VI: Into the Whirlwind, 165-196 [the East Bloc emerges]
    •   Judt, *Postwar*, Chapter VIII: The Politics of Stability, 241-277 [start of the arms race]
    •   Judt, *Postwar*, Chapter IX: Lost Illusions, 278-323 [economic unification of two blocs]

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Week 4: 16, 18 September

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TU   **Politics Split from Culture: The Social Welfare State and Europeans' Changing Expectations (Class Materials 6)**

READ:
 	
      Judt, *Postwar*, VII: Culture Wars, 197-225
 	
SKIM (*either*, but preferably *both*):
 	
      ---, *Postwar*, Coda: The End of Old Europe, 226-237 [the cultural story]
 	
      --, *Postwar*, Chapter X: The Age of Affluence, and Postscript: A Tale of Two Economies, 324-359

READING GOAL: Judt tells the story of how Europe's culture was changed, and often Americanized, to resist the "communist menace." Find two examples of how communism appealed to the youth of "rehabilitated" Europe and/or how older Europe responded.
RECOMMENDED SUPPLEMENTAL READING: •   Judt, *Postwar*, Chapter XI: The Social Democratic Moment, 360-389 [social welfare state]

TH   **The Second Post-War Generation: A New European Story of Resistance to Cold War "Unity" around 1968 (Class Materials 7)**

READ: Goff, et al., Chapter 26, 410-427

Judt, *Postwar*, Chapter XII: The Spectre of Revolution, 390-421
---. *Postwar*, Chapter XV: Politics in a New Key, 486-503 [the Greens, Women's rights, Helsinki]

READING GOAL:
Judt documents a turn in European demographics that brings a new generation onto the table.
Be ready to explain two or more shifts in population, finance, and the goals of individuals and states -- how a new generation is telling new stories of the "Europe that rose from the ashes of WW II."

RECOMMENDED SUPPLEMENTAL READING AND LECTURE REFERENCE:
---. Chapter XVI: A Time of Transition, 504-534 (opening the gap between northern and southern Europe playing out today)

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Week 5: 23, 25 September

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TU   The Third Post-War Generation, after 1989: The End of the Cold War and European Protectionism; The Rise of Anti-Americanism) (Class Materials 8)

READ:
Goff, et al., Chapter 31, 495-516
Goff, et al., Chapter 33, 533-555
Judt, *Postwar,* Chapter XIX: The End of the Old Order, 585-633 [how the wall fell]

READING GOAL:
Twenty years after Europe's younger generation protested the stories of Europe told by those who lived through WW II, the remnants of its politics did, too.
Identify at least one part of the "rehabilitated Europe" story that can no longer be told in the same way, and explain why it will have to change.

RECOMMENDED SUPPLEMENTAL READING:
---, *Postwar,* Chapter XX: A Fissile Continent, 637-664 [the east bloc breaks up]
---, *Postwar,* Chapter XXI: The Reckoning, 665-700 [the result: Balkan Wars]

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CLASS PART 2:

RESEARCHING CONTEMPORARY EUROPE:

Information Sources, Research Strategies, Analysis in Context

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TH   Introducing the Study of Contemporary Europe (Class Materials 12)

READ:
Assignments and handouts on written assignments Michel de Certeau: *The Practice of Everyday Life*, vol. 1, excerpt from "General Introduction," xix (PDF) *The Practice of Everyday Life*, vol. 2, "The Neighborhood," pp. 7-13 (PDF)
READING GOALS: 1. Orientation to what you are going to turn in in the class 2. Be able to give an example of "strategies" versus "tactics" as ways to characterize the space between what one is *supposed* to do and what one *actually does*.
LECTURE REFERENCE: The difference between what people do and what officials think they (are supposed to) do, here explained as a reference point for what it means to think about Europe and plan research.
ONLINE HISTORY EXAM OPENS: will be open for 10 days, starting with class time. Compulsory for all students.

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Week 6: 30 September, 2 October

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TU   Evaluating Sources: Primary Sources, Secondary Sources (What Scholars Produce), News and News Agencies (Class Materials 11)

READ:

1) Finding and Assessing Sources (source analysis handout)
2) News SourcePrimer (news handout)
3) two articles on same topic, in newspapers with different politics-- your choice, in these two newspapers:
   o http://www.nytimes.com/
   o http://www.guardian.co.uk

LECTURE REFERENCE/TOPIC, used also in your analysis task:

The Informational Value of Source Materials: How To Work on Topical Subjects

1. News:

   • <http://en.wikipedia.org/wiki/News_agency>
   • <http://en.wikipedia.org/wiki/Electronic_news-gathering>
   • <http://en.wikipedia.org/wiki/Outside_broadcasting>
   • <http://en.wikipedia.org/wiki/Mobile_reporting>
   • <http://en.wikipedia.org/wiki/News_aggregator>
   • <http://en.wikipedia.org/wiki/Web_syndication>
   • <http://en.wikipedia.org/wiki/Print_syndication>
   • <http://en.wikipedia.org/wiki/Broadcast_syndication>
2. Government Sources (Repositories) and other Archives: e.g.,

   • Document Portal: http://europa.eu/index_en.htm
   • Official EU Documents: http://europa.eu/publications/official-documents/
        o Finding aid: http://guides.library.yale.edu/europeanunion
   • Maps of Europe for popular consumption: <http://www.eupedia.com/europe/maps_of_europe.shtml>
3. Government, Think Tank and NGO Sources

   • <http://www.euractiv.com/education/bologna-process-linksdossier-188188?display=normal>
   • <http://www.voxeu.org/index.php?q=node/2708>
   • <http://euobserver.com/7/28023>
4. Scholarly Literature

   • Keeling, "The Bologna Process and the Lisbon Research Agenda" (pdf)
   • Kolokitha, "It's the End of the 'University' as We Know It" (pdf)
   • Current events in Scholarship:
        o European Centers of Excellence: http://euce.org/
        o Council for European Studies: http://councilforeuropeanstudies.org/

REVIEW OF JUDT CHAPTER DUE

TH   **Media Stereotypes and Story Grammars -- Manufacturing "information" (Class Materials 13A)**

READ: the plot summaries for each of these films on WIkipedia.

- *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.

READING GOAL: Each of these films characterizes "the immigrant situation." Who is "the immigrant" in these films, and what ethnic differences are there?

LECTURE/CLASS DISCUSSION TOPIC:

The class will be in two parts:

- Discussing the source analysis exercise (bring the handout with you)
- Seeing who the immigrant is In European Films: you will see scenes from each of these films that characterize "the immigrant situation." Who is "the immigrant" in these films, and what ethnic differences are there?

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Week 7: 7, 9 October

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TU   Researching Strategies Behind Tactics (Class Materials 13)

READ: the plot summaries for the films on Wikipedia if you haven't aready

- *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.

**Assessment of Sources Exercise due (work with partner)

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CLASS PART 3: OFFICIAL EUROPE

MANAGING THE NEW EUROPE: BUREAUCRACIES BEYOND THE NATION-STATES

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TH   The Cultural Mechanisms of the New Europe, 1: Council of Europe (Class Materials 9)

READ around in:

Council of Europe 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>

United Nations Websites:

- http://en.wikipedia.org/wiki/United_Nations
- http://www.un.org/ http://www.un.org/en/index.shtml
- http://www.unog.ch/
- http://www.unon.org/
- http://www.unvienna.org/

READING GOAL:

Be able to contrast the UN and the CoE? Make sure you can explain at least two areas of responsibility that they share, but handle differently as organizations for rights and treaties (and which countries they deal with is not enough of a difference). Hint: the difference is in the rhetoric/representations.

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

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

Their special initiatives:

- <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>
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- 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>

Start your wiki page with basic links as indicated in the assignments. Web Task 1 due

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Week 8: 14, 16 October

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TU   The Political Mechanisms of the New Europe, 2: The European Union (Class Materials 10)

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>

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

READING GOAL:

What is the European Union responsible as an organization for politics and economics? Be able to characterize what kind of an organization it is (two or three examples).

LECTURE TOPIC AND BACKGROUND 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>

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

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

        Origin of the European Constitution:

            o   <http://en.wikipedia.org/wiki/Convention_on_the_Future_of_Europe>
            o   <http://european-convention.eu.int/>
            o   http://ec.europa.eu/archives/institutional_reform/
            o   <http://europa.eu/lisbon_treaty/index_en.htm>

TASK DUE: Web Post 1a

Add to your basic country post information on your country stands vis-à-vis the EU and the COE: when did it join, which treaties does it opt into or out of, etc.

TH   The Euro: The Governmental Substrate for United/Divided Europe (Class Materials 15)

READ: Articles showing what issues are at stake with the Euro Crisis

<http://www.spiegel.de/international/topic/euro_crisis/> (read around in recent articles)

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

READING GOAL AND CLASS DISCUSSION:

The Eurozone is not identical with the EU, and it's not always clear who's in charge.

Identify at least two issues that various countries perceive in the Euro and the Eurozone.

LECTURE REFERENCE:

<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>

TASK DUE: Web Post 2

Find out and post information on where your country stands vis-à-vis the Euro and the on-going bank crisis. Does it use the Euro? Is it threatening to pull out? Why or why not?

Week 9: 21, 23 October

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TU   Migration, Immigration, and Integration(?): Official European Multi-Culturalism As Utopia (Class Materials 14)

READ:

<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_integration_en.htm>

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

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

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READING GOAL AND CLASS DISCUSSION:

Europe presents itself as multi-racial, multi-cultural and multi-religion. Or is it?

The EU documents legalities; the CoE talks about human rights. Which groups of immigrants and citizens actually have these rights?

Decide if the official policies of the EU reflect the realities brought up in the films and in the information you turn up on your country.

LECTURE REFERENCE: The Cultural Substrate for Unified/Divided Europe

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

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

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

Migration-COMPAS-report.pdf [Canvas website]

TASK DUE: Web Post 3

Find and post the link to a media or agency report on migration/integration from your chosen country on your wiki page, and note what form "the migration problem" has in your country (who is the problem; why; who is migrating, etc.).

TH   **Guest Speaker:**

Laurent Sierro is a journalist for the *Swiss National News Agency* (ATS), the Swiss national newswire, where he covers Swiss foreign policy and broader international news. He has covered several French presidential elections, and among other foreign assignments has reported from the Middle East, Africa, and Ukraine. He was previously a Swiss correspondent for the French weekly *Courrier International*. He is a member of the Swiss Federation of Journalists and the International Federation of Journalists.

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Week 10: 28, 30 October

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TU   **Making It Work?: Language Policy (Class Materials 16)**

READ around in official policies:

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

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

READ a Case Study: Turkish Language and Culture in Germany

- View from the Ground in 2004: <http://www.humanityinaction.org/knowledgebase/240-i-

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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>

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 AND CLASS DISCUSSION:

Be able to explain how the EU and COE frame the issues of language rights? What does the concept of "language rights" mean?

The report on the Berlin bilingual school gives an example of bilingualism in context. Is it working, or not. Provide examples for your opinion.

LECTURE REFERENCE:

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

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

TASK DUE: Web Post 4

Figure out the situation of language issues in your chosen country, with reference to official policy and which languages are official.

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

TH   Education Policies and Realities in Europe (Class Materials 17)

READ:

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

Education Structures -- What Students Are Supposed to Be able to 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

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

READING GOAL AND CLASS DISCUSSION:
Identify at least three issues where education issues might unite or divide European students from their governments.

LECTURE REFERENCE:
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>
History: <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>
European Higher Education Area:
<http://en.wikipedia.org/wiki/European_Higher_Education_Area>
Official Website: <http://www.ehea.info/> (Note: has national reports here)
REMEMBER the texts from your Source Critique Assignment: <http://www.euractiv.com/education/bologna-process-linksdossier-188188?display=normal>   <http://www.voxeu.org/index.php?q=node/2708>   <http://euobserver.com/7/28023>   - Keeling, "The Bologna Process and the Lisbon Research Agenda" (pdf)   - Kolokitha, "It's the End of the 'University' as We Know It" (pdf)

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Week 11: 4, 6 November

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TU   Family Rights and Policies (Class Materials 18)

READ ABOUT WHAT FAMILIES EXPECT:
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 AND CLASS DISCUSSION: What is the same and different in the concept of family rights and family values in Europe and the US? Does Europe's approach encourage families to support governments; how do the governments define the families they are supporting?
LECTURE REFERENCE   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>
TASK DUE: Web Post 5 Find your country at <http://ec.europa.eu/social/families/index.cfm?langId=en&id=4>, then link to information (government and media) on the demographic and family demographic issues there; summarize the big issues for your country in no more than 100 words.   •   Sample for Europe: <http://www.euractiv.com/socialeurope/strengthening-european-family-policies-demographic-challenge/article-164096>
TEST TWO OPENS: Pick one of two options; will be open for 10 days.

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CLASS PART 4:

BEYOND OFFICIAL EUROPE, INTO TACTICS:

LIFE, POLICY AND CAPITALISM (symbolic, fiscal, and fiduciary)

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TH   Gay Rights and Policies: Where Family Policies End (Class Materials 19)

READ EXAMPLES of what "gay rights" mean in Europe: <http://www.ilga-europe.org/home/guide/eu/lgbt_rights>   European Trade Commission: <http://www.etuc.org/r/1355>

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

READING GOAL AND CLASS DISCUSSION:

In Europe, human rights diction is used to talk of gay rights, rather than family rights talk. Do gay rights strategies/tactics work in Europe as they do in the US? Does Europe accommodate gay identities, as is often the case here in the US?

LECTURE REFERENCE:

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

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

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

Fundamental Rights Agency: <http://fra.europa.eu/en/theme/lgbt>

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

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

Week 12: 11, 13 November

TU   Religion Between Law and Culture in Europe (Class Materials 20)

READ:

<http://www.ceps.eu/book/place-religion-european-union-law-and-policy-competing-approaches-and-actors-inside-european-co> (read the abstract; skim the article if you're interested)

Group within EU Parliament: <http://politicsreligion.eu/separation-of-church-and-state-3/>

Head Scarf Bans:

- o   <http://en.wikipedia.org/wiki/French_law_on_secularity_and_conspicuous_religious_symbols_in_schools>
- o   <http://thinkprogress.org/alyssa/2011/06/07/238344/fifa-picks-headscarf-ban-over-sportsmanship/?mobile=nc>

READING GOAL:

What are these texts defining as religion, and what kind of separation of church and state (if any) is in

evidence here? Bring in at least one comparison to the US.

LECTURE REFERENCE:

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

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

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

TH   **Sports and Ethnic Europe (Class Materials 26)**

Read: The Case of "National" Soccer

<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> (ON BLACKBOARD SITE)

<http://www.nbcsports.com/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, or not?

LECTURE REFERENCE:

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_en.htm>

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Week 13: 18, 20 November

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TU   **Culture Wars, Myths and Realities: Food as Identity Politics (Class Materials 23)**

READ: on "OUR" cooking: <http://en.wikipedia.org/wiki/European_cuisine>
 	
        READ -- famous European Food Fights:
 	
        Chocolate: <http://www.rte.ie/news/2000/0315/chocolate.html>
 	
        Wine: <http://euobserver.com/19/25351> and "Wine Wars" pdf on Canvas
 	
        Beer: < http://www.spiegel.de/international/zeitgeist/0,1518,686305,00.html>
 	
        Cheese: <http://www1.american.edu/ted/feta2.htm>

READING GOAL AND CLASS DISCUSSION: Ethnic and regional foods are commodities, not just heritage. If you look at "our" cooking, how much of it is national and how much regional? Compare the two sets of readings, and argue for or against the value of "authentic" cooking as defining of a national character.
LECTURE REFERENCE: OFFICIAL FOOD CULTURES   <http://ec.europa.eu/food/index_en.htm>   <http://ec.europa.eu/food/food/foodlaw/principles/index_en.htm>

TH   **Things You Didn't Really Want to Know about European Pop Culture (Class Materials 24)**

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>
 	
        And don't forget *Big Brother*, game shows, Simon Cowell, America's Got Talent, Dancing With
                the Stars, and Masterpiece Theatre . . .

READING GOAL:

These are examples of monetized culture that can be exported, even to the US. Traditionally, this globalized culture has been called *Americanized*. Agree or disagree, according to these examples?

GROUP POLICY BRIEF DUE

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Week 14: 25 November (27 November = Thanksgiving)

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TU   High/Official Culture in the EU (Focus: Film Subsidies) (Class Materials 25)

READ:

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

        EU initiatives:

- <http://ec.europa.eu/culture/our-programmes-and-actions/doc411_en.htm>
- <http://eacea.ec.europa.eu/culture/programme/strands1_en.php>

        Council of Europe initiative:

- <http://www.coe.int/t/dg4/cultureheritage/>

        Americanization, or European Culture?

- <http://www.nytimes.com/2004/04/26/movies/an-essay-a-common-culture-from-the-usa-binds-europeans-ever-closer.html?pagewanted=all&src=pm>

READING GOAL:

Media cultures are expensive; the EU is working to create a media culture that can compete against American pop culture. What kinds of subventions does the EU offer, and why? Do you know what your country of interest supports in the realm of pop culture? Find out . . . .

LECTURE REFERENCE (Focus: Film)

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

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

        <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>

Test Three Opens: will be available until class on the last day of the semester.

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Week 15: 2, 4 December

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TU **Europeanization or Globalization of Pop Culture? (Class Materials 27)**

> READ:
>
> > <http://www.euro.ubbcluj.ro/americanstudies/american_pop_culture.html>
> >
> > <http://www.nytimes.com/1993/03/28/world/in-europe-america-s-grip-on-pop-culture-is-fading.html?pagewanted=all&src=pm>
> >
> > <http://bad.eserver.org/issues/2001/57/carroll.html>
> >
> > <http://mediarealism.blogspot.com/2011/05/triumph-of-american-pop-culture.html>
>
> READING GOAL AND CLASS DISCUSSION:
>
> Look at the dates on these sources and their origins, and figure out if the issue of "Americanization" is still relevant; think of Judt's periodization of postwar European history. Discussion as review of the course materials.

THU **Final Class**: information on final project and closing discussion **(Class Materials 28)**

<div align="center">

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Friday, 12 December, 5 PM: Final project (*Postwar* book review)

due in hard copy to the professor's office (may be turned in earlier)

OFFICIAL FINAL EXAM TIME for a class meeting TTH 2-3:30 PM

Is Friday, December 12, 2:00-5:00 pm.

See this semester's course schedule website <http://registrar.utexas.edu/schedules/>,

for the link for final exams and to plan your finals this semester.

This time may not be changed by any individual instructor.

</div>

EUS 305 INTRO TO EUROPEAN STUDIES   (**Global Cultures Flag)
Fall, 2014: Unique 36585   TTH 2:00 to 3:30 pm BUR 208

GENERAL NOTES ON ASSIGNMENTS AND TESTS:

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 UNLESS the directions say to submit electronically. Exams/tests are online at the class Canvas site (accessible over the UT homepage).

Make sure your email is updated with the University (also through UT Direct) -- emails do NOT update automatically through the system unless you update your profile on UT Direct; also 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 or check your emails; emails are official UT correspondence and are considered valid notifications if sent to the address you provide, whether received or not. Remember, too, that on Canvas you can set announcements to be delivered by email or pushed to your favorite device.

Get familiar with your computer and with campus IT resources early in the semester.   Also make sure that your operating system and software are up to date. You can get cheap upgrades from the Campus Computer store, and free consulting is available in the Flawn Center; downloads available online under BEVOWARE and your EID at <http://www.utexas.edu/its/bevoware/>. Campus services will fail you at odd times if your OS and browser are not up to campus norms -- UPDATE YOUR operating system NOW. You may not turn in ANY written work in electronic form in any other program than MS -Office (MS-Word, .doc or .docx, NOT .dot), or (for other kinds of assignments not used here) in PowerPoint -- this is the campus norm and is the only set of programs guaranteed to work on electronic submissions on virtually all platforms/machines on campus. We all like other options better; but we only have support for STANDARD SOFTWARE for the 75,000 people using university systems each day. Powers that be will NOT love you for originality.

The instructor answers email during business hours (M-F 8-5); no texts accepted. Do not expect responses in the morning just 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.

Read to the end of this assignment memo, and remember that each assignment has its own additional directions; you will be responsible for following all directions. Due dates as indicated on the syllabus/calendar.

OVERVIEW OF GRADING:

This class will use +/- grading. All assignment grades will be posted on the Canvas webstie. 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: this is generous: standard practice makes 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:

- Chapter review = 10%
- Webpage: 5 tasks (one in two parts) assigned in syllabus to situate your country = 10%
- Source Analysis Assignment = 10%
- Three one-hour online tests @ 10% each = 30%
- Group Policy Brief= 20%
- Final Evaluative Book Review of *Postwar* = 20%

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 well as websites, as indicated in the syllabus. The class materials modules on the class Canvas Site have live URLs to make it easier to find the web readings; you can access them directly from your device of choice. Texts marked as pdfs may be downloaded from the class site, from the "Files" link in the left navigation bar, where you will find them organized by author and title.   The complete list of PDFs and the book to purchase are listed in the READINGS document.

Reading assignments are due THE DAY THEY ARE LISTED on the syllabus.

WARNING ON READINGS: The syllabus modules include 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, especially on EU (European Union) and CoE (Council of Europe) organization.

WHAT YOU MUST READ: Some URLs are links to articles that ***must*** be read or websites that you ***must*** skim; the articles and webpages marked as "lecture references" would be good to skim (that is, read at least the introductory paragraph before class, if you can); they are listed so that you can use the material there to clear up your class notes on spellings, dates, etc.

AFTER MOST CLASSES, the class PowerPoints will be made available in a file on the class Canvas site.

Written Assignments: General Information

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

FORMAT FOR ASSIGNMENTS TURNED IN ON PAPER

- Typed
- Double spaced, 1 inch margins all round.
- 11 or 12-point type, Arial, Geneva, Times, or Times New Roman font
- Your name and a page number on EVERY PAGE (top right or bottom center or right -- use "header" or "footer" window to insert).
- Pages must be stapled together. Instructors do NOT provide staples, clips, or staplers.
- All citations (footnotes or endnotes, and bibliography) must be in Chicago Style.
  - Is this statement 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.

o 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, but your paper MUST have the complete bibliographic information for the book(s) and/or article(s) you are referring to, even if it's just one item.

ELEMENTS TO BE GRADED IN WRITTEN ASSIGNMENTS

All written assignments in the form of essays (other than the policy brief, which has its own criteria) include five elements that will be assessed as part of the grades they are assigned:

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).

Some assignments may get an extra section; see the grading rubric provided for each assignment along with its description for what the grade conversions will be.

Note that we are NOT converting assignment points directly into percentages -- in all cases, we'll be using a scale that is a curve in your favor. The letter grades will be converted into percentages for the gradebook according to the rubrics provided. AN EXAMPLE for an 18-point assignment

Assignment of Points for Each Element Specified in Assignment Grading Rubric

- 0 = missing, vapid/general (with little or no specific references)
- 1= partially present, with defects in execution or some missing or underdeveloped parts in 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 FOR WRTTEN WORK OTHER THAN ESSAY EXAMINATIONS (here, for an 18-point assignment): 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)

PROBLEMS WITH YOUR PARTNER[S] in group work? After the assignment is turned in, write an email to the PROFESSOR detailing your complaints/inequities for further investigation.

First Short Writing Assignment:

Book Review of a Chapter from Judt, *Postwar*

This writing assignment, an individual assignment for each student, is a critical review of a chapter of your choice from the book, presented as 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.

Thus the essay needs 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 it will be argued), in proper format (as on the "Assignments Cover" document).

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 (with page citations), 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>

GRADING RUBRIC

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 parts of the section are present and adequately executed; some omissions and/or errors

3 = section exceptionally well-developed or stated; no significant errors or omissions

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

ELEMENT	POINTS
Introduction setting up what chapter and what issues you will address, how, and to what end; conclusion following from it	0 1 2 3
Two or three well-chosen examples from the chapter addressed	0 1 2 3
A conclusion that follows from your introduction and examples	0 1 2 3
Explanations and writing of all sections clear, and supported with specific references to text (quotations and page references)	0 1 2 3
Use of footnotes or in-text references with bibliography, in correct format	0 1 2 3
Deduction for general faultiness in proofreading, consistency, clarity, length, etc. Documentation and paper preparation: did you follow the guidelines for paper submission (e.g. font, type, spacing, page numbers . . . .) (up to three points)	
Total / Letter Grade	

CONVERSIONS: 14 points = A; 11 points = B; 8 points = C; 6 points = D; 4 points and below = F

(+/- assigned according to the in between numbers).

The goal of this exercise/handout is to outline

- What kinds of sources for information are *available*
- How to find those sources
- What kinds of sources for information are *necessary*
- What the *information value* of these sources are (what is their *credibility* and in what contexts are they usable[1])
- What kinds of decisions need to be made about these sources before/during the time you actually use them

PRELIMINARY DEFINITIONS

"Primary sources" = 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.   Primary sources can come from popular or professional providers of all sorts. For instance:

- Blogs/ Youtube /Twitter, etc. = first person or "I was there" narratives
- List-servs, blogs, or Facebook pages for particular interest groups (e.g. political party feeds)
- News media (electronic and print)
- Pictures
- Interviews (in any medium)
- Government documents

"Secondary sources" = things that reflect on, aggregate, summarize and make "master narratives" about what happened by reference to primary sources; they do not reflect perspectives that arose from the midst of the situation, but try to move beyond them to larger-scale assessments, and they usually originate with experts. "Secondary sources" most often are 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. Examples:

- Documentaries and news specials
- Memoirs (e.g. of ex-presidents, using their own records and contacts, but providing an assessment)
- "Think Tank" reports (research funded by and conducted with reference to foundations, institutes, NGO, industry, policy institute, or other interest groups; see <http://en.wikipedia.org/wiki/Think_tank>)
- "Scholarly literature" (articles in professional journals, yearbooks, newsletters, and edited collections [books collecting articles around a topic or from an event]; monographs and other books published by academic presses, or by a certain number of popular presses known for living up to academic standards (e.g. Free Press). Scholarly literature is usually "peer reviewed," meaning that it has been evaluated by experts (not just a magazine or book editor) and, if necessary, corrected and clarified by the author.

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[1] This used to be called "source criticism" in philology: you have to figure out not only what your source *says*, but also what the limits on its reliability are, and what strengths and weaknesses of its information may be.

Basic Sources for European Studies,

and What You Need to Know about Them

News Sources
(See "Primer on News Sources" handout in your syllabus)

News sources seem to be diverse, but they actually are a lot more limited than they sound: regional, national, and international news does *not* come from many different sources:

- All major world newspapers, radio networks, and tv networks used to have "bureaus" around the world -- offices where reporters were stationed to cover local news of the world. These have largely been closed (finances). Most news media now use freelancers who sell reports and film, sometimes with "right of first refusal" to one outlet or another.
    - Result: no balance on what is available to papers, no POV reliable, very few sources for all news
    - Result: all newspapers have pretty much the same news articles, once they decide what topics to carry. All they do is retitle them and select the visuals to suit their politics
- "News syndicates" provide fully written stories to all print/web media that can be reedited locally (or more likely, just retitled): Reuters, Associated Press (AP), dpa (Germany), Agence France Presses (France), NY Times, Chicago Tribune (going broke), BBC (UK), Al Jeezera (growing -- Arabic World), etc.
- Most video comes from CNN contractors worldwide (from individuals on site, not planned coverage)
    - Exceptions: Local news might have local reporting.
    - Major TV/Cable Networks are also pulling out of the business of "Bureaus"
    - Exception: some coverage from CBS, NBC, ABC -- they are networks with a lot of local feeds that they pool nationally
    - CNN seems to have the largest pool of independent contractors; FOX has the largest pool of commentators
    - NPR/PBS tries to be the broadest aggregators, but also encourage original reporting as part-time employers
- Blogs and comments on news stories are emerging as on-the-spot reporting, especially also with video cameras with footage posted on line (but very very narrow in scope and implication, and easy to overinterpret).

Finding News and Other Online Sources:

- Google or other search engines get the most recent aggregate of all media
- Additional Problem: Sources for Feeds
- Print News: Full text at LEXIS-NEXIS on "indexes, abstracts, and full text" link at UT Library <http://www.lib.utexas.edu/indexes/index.php> (world news in English and other languages, about a year out)
- See also: World News Connection at http://wnc.dialog.com.ezproxy.lib.utexas.edu/ (see "Databases by Type")

Finding Scholarly Sources

- These secondary sources must be accessed as *scholarly sources* = through search engines applied controlled by scholars (aka NOT google or google scholar, which are not edited by experts in various fields)
    - For descriptions of what kinds of materials you are searching for, see:
    http://www.lib.utexas.edu/lsl/help/modules/review.html

- For access, go to the "Libraries" link on the UT home page, and then go to "Research Tools" menu, to find "Find articles using databases" link (http://www.lib.utexas.edu/indexes/index.php)
    - Check out, for example, the "Government Information" link under "Research Tools," as well, to find your government sources (beyond the news media we have links for in the syllabus)

- Use "Database by Subject" to find out where to search for specific information (which field, which topic -- history is stored in a different database than is film scholarship or music criticism).
    - Each "Database" (stores of information evaluated by experts as relevant) is connected to a "search engine" with names like EBSCO Host -- those "search engines" are interface providers, which have created their own (saleable) interface through which data can be recovered from databases that belong to professional organizations (e.g. Historical Abstracts for history; Psylit for psychology, etc.).
    - Be careful that you do *not* use a search engine like JSTOR -- that only indexes and searches the journals that JSTOR owns or controls, not all the materials relevant for a topic (e.g. no books, only articles). That is, it is under control of a PUBLISHER, not an ACADEMIC FIELD, which makes it more "scholarly" (aka reliable in terms of current knowledge) than Google, but NOT as reliable as what the experts think (= "scholarly" sources in the best sense)
    - Shortcut search engines like "Article First" that you may have used for quick searches are not very usable if you are trying to find out what experts in the field think -- they sample a small percentage of "everything" (broad but shallow coverage of "scholarly literature" in general) instead of trying for "everything important" in a certain field (deep coverage of "scholarly literature" accessible by topics).
- Play around with how to search these databases. Watch abstracts and keywords provided to improve your search terms -- check out what you got and see if it's what you expect, revise and try again, if not.

- To find the actual article, use "find it at UT" button to see if there are online resources available, if the article you find is not already linked to results.

SUMMARY: Finding and Evaluating Sources: see next page.

OVERVIEW OF RESEARCH STRATEGIES AND SOURCE ANALYSIS:

Finding and Evaluating Secondary Sources

***This handout summarizes the flow of work you need to do to research successfully; putting what you have read to this point into the context of actual work, it lists in approximate order the decisions you need to make and the work you undertake to move from an idea to being prepared to write a paper on a topic.

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 best sources from among the results you got, and start sorting to get the number you need. What does "best" mean? -- Ask how 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

GROUP POLICY BRIEF ASSIGNMENT

The written Policy Brief is a group project that grows out of your postings on the class wiki, or you may take up a different country. It is a piece of more extended research and writing aimed at arguing whether and under what conditions your country should join or leave the EU or the EuroZone.

You will do the policy brief with a partner(s) who is(are) working on the same country or the same region or the same issues; no individual projects will be accepted. Groups can have as few as two or as many as 5 members, but remember that the quality and quantity of information will be graded according to the size of your group.

NOTE that you will have to do research in scholarly sources, not only in government documents, but also in current articles in academic journals (and we will be discussing how to do this in class). Use the handout on research provided with the class materials; be sure you follow the format guidelines in the Assignments Cover handout.

HOW TO WRITE A POLICY BRIEF

DEFINITION

A Policy Brief is a "document that is used to inform or advise a person in an organization, usually a decision-maker, and to advise the reader to make a decision". As defined in this class, it will contain the sections which are described below. For an example of a slightly different kind of policy brief, see the **Classic Policy Brief** posted at <http://www.euractiv.com/education/bologna-process/article-117448> (don't miss the tabs); this one is quiet about its argument (that the Bologna Process is a good thing, which everyone doesn't agree on). Policy briefs are often used in government and corporate offices, as primers for higher-ups, prepared by go-fers, to summarize situations and orient them.

The topic for your Policy Brief is: should a particular country stay in or leave the Eurozone/EU at this moment, given its situation? Your intended audience is some high government official in your chosen country, who will (we imagine) attend a meeting which is to discuss the topic of going or staying.

BASIC STRUCTURE

A Policy Brief should follow this basic structure (each with its own subhead, please):

1. **Executive Summary (p. 1, single spaced)**: A short summary (approx. 150 words) of the purpose of the brief and its recommendations, along with the audience it is addressed to (e.g. a legislator/politician, NGO, minister, etc. -- your choice, and note that each would have a slightly different set of information that it needs). It typically appears single-spaced, like an abstract does.
2. **Introductory Statement of the Issue/Problem (no more than one SHORT paragraph, double-spaced)**: The first paragraph of the Policy Brief phrases the topic as a question that requires a decision; type this at

the start of the actual policy brief as the introduction, double-spaced. This section is never a *why* question, but a *what* we are arguing (here: stay, go, whatever) and how (by considering . . .)-- it simply provides a basic overview of what is to come. For instance, that introductory statement may contain sentences of the forms that follow:

    a. **Should *(any EU government of your choice)* withdraw from the EU/Eurozone?** [will set up subsequent sections according to yes/no options, with reasons on each side]

    b. **This brief will argue FOR/AGAINST** (pick one) **for that withdrawal on the basis of three major issues in OUR COUNTRY.** [One of those issues MUST be immigration/migration; two others of your choice. Each issue must be presented in terms of specific pros and cons for your country in the POLICY OPTIONS section of your brief.]

    c. **Urgency: why this issue needs to be taken up now:** Remind the reader what issues will matter in making this decision, what *present conditions in Europe and/or the country* will matter, before you get to them in detail.

3. **Background of the Problem and Pre-Existing Policies** (no more than 2 double-spaced pp.): Include only the essential facts that a decision maker "needs to know" to understand the context of the problem and the actions already taken. Inform the reader what policy options are in place, have been recommended, or have already failed, if any. This section may require you to explore government documents about laws, official statements of issues, demographics and other statistics, etc. (these documents count as part of your bibliography, too).

4. **Policy Options, together with the Advantages and Disadvantages of Each** (at least a page for each option, but no more than two or three)**:** This section delineates the possible courses of action or inaction that your government (or governmental office). Please provide at least three (stay, go, and some third option, each explained as resolving problems with the three main issues you have identified for your country), no matter how realistic or unrealistic they seem -- the point of a policy brief is to MAP options before RECOMMENDING any one of them.

    The advantages/disadvantages of each option discussed may be presented in bullet points or outline format. What are the real and political costs / benefits of each choice (with reference to the three top issues? Who will be served or angered? (These points may likely come from scholarly sources, news commentary/analysis, not just news reporting, and from policy institute documents because they reach beyond or question what the government is presently doing; this might include materials presented in congress/parliaments or as research.)

5. **Your Recommendation:** After prioritizing the relative pros and cons of issues in support of the stay/go/other options, please recommend one option to your reader with reasons why it is the best overall, given the issues.

6. **Sources Consulted or Recommended:** This is essentially an *annotated bibliography* showing where someone can read up on a specific issue, its current state and history. Include: at least two governmental sources, two think tank or policy NGO sources, four news sources (two each from the country involved and two from US/International sources), and two scholarly sources (found in an academic database search). At least two of the sources must have paper analogues; sources may be print or electronic (interviews, etc.). For the annotation, add a phrase to each as to why it is an excellent source for the purpose. You'll need all these types of documents to make your case.

TECHNICAL PRESENTATION:

    Put all the names of the group on the title page with the executive summary.

    The entire assignment should not run more than 10 pp. (plus bibliography extra, if needed).

    For manuscript presentation and the grading rubric, see the general assignment description in the class. Each section above will be given up to three points, with an additional three points for consistency and clarity for a total of 24 points. Deductions as in general assignments.

    CONVERSIONS: 21 points = A; 18 points = B; 15 points = C; 12 points = D; 10 points and below = F (+/- assigned according to the in between numbers). The letter grades will be converted into percentages for the gradebook-- note that the conversions are *not* percentages, but a curve giving you the benefit of the doubt.

_____

GRADING RUBRIC: POLICY BRIEF

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)

ELEMENT	POINTS
Executive Summary and Introduction	0 1 2 3
Background of the Problem and Pre-Existing Policies	0 1 2 3
Policy Options + Advantages and Disadvantages	0 1 2 3
Recommendation	0 1 2 3
Bibliographic/source citations	0 1 2 3
Appropriateness of sources	0 1 2 3
Consistency and clarity of writing / 10 pp. or ok length	0 1 2 3
Deduction	
Total / Letter Grade	

COMMENT (best thing/worst thing):

Web Posting Assignments

In the first few weeks of class, you will be asked which EU-member nation (or nation-in-waiting) you want to focus on. You will then have a series of short assignments to help you get familiar with where and how to find news on your chosen country and to collect a country-specific reference links to news, scholarship, and official documents. These short assignments will help you define what relationships your chosen country might have with "Europe" and to collect materials that makes work on your Policy Brief easier (you're likely to have part of the bibliography before you even start the project).

Each student will have a personal page on the class Canvas website -- the instructor will (the page will be on the site with your index of names; it will be up to you to create your page on and link it to the index (tech help from Flawn AC help desk if you're clueless on how to use the system). Your page will be where you post the assignments.

"Tasks" are listed on the syllabus as due, as all assignments are; they must be posted by the start of the class in which they are due.

Each posting assignment will be worth 2 points:

- One point for appropriateness of comments and article (if they make sense and pertain to the topic);
- One point for technical issues (with credit awarded if three of the four following issues are ok):
    i.   article title in proper bibliographic format
    ii.   dateline and position of post at top of page
    iii. the article link is posted on time
    iv.   link works/is live

As you post the required paragraphs, don't forget "date posted" header, so that you can be given credit for your work.   Put most recent posting first; date your posting; adding a line between posts is nice for readability.

Make sure links are live; your comments should point to why it's an interesting article; 50 words suffice (two sentences -- what it offers and why its important), but up to 100 is ok.

TASK: Web Post 1

Locate, list, and create hotlinks to basic information on your chosen country:

- Where to find government documents and the website(s) for all branches of government
- Where in those documents you can find how the government is linked to the EU or the Council of Europe.
- The major national news media sources (print and electronic, including those in English) and press agencies.

Separate the government links and news links from each other.

TASK: Web Post 1a

Add to your basic country post information on your country stands vis-à-vis the EU and the COE: when did it join, which treaties does it opt into or out of, etc.

TASK DUE: Web Post 2

Find out and post information on where your country stands vis-à-vis the Euro and the on-going bank and credit crisis. Does it use the Euro? Is it threatening to pull out? Why or why not?

TASK DUE: Web Post 3

Find and post the link to a media or agency report on migration/integration from your chosen country on your wiki page, and note what form "the migration problem" has in your country (who is the problem; why; who is migrating, etc.).

TASK DUE: Web Post 4

Figure out the situation of language issues in your chosen country, with reference to official policy and which languages are official.

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

TASK DUE: Web Post 5

Find your country at <http://ec.europa.eu/social/families/index.cfm?langId=en&id=4>, then link to information (government and media) on the demographic and family demographic issues there; summarize the big issues for your country in no more than 100 words.

- Sample for Europe: <http://www.euractiv.com/socialeurope/strengthening-european-family-policies-demographic-challenge/article-164096>

Final Project: Critical Book Review

Your final project is a 5- to 7-page long book review of *Postwar* by Tony Judt. This book review is meant to be a *critical* book review: a review that *assesses* the book's strengths and weaknesses according to stated points of view.

Your chapter review from earlier in the semester may help you start on the project, but this task is more specific.

Your review should answer the question: does *Postwar* speak to the present generation (of Europeans and/or Americans), in terms of making current political-economic situations, social issues, and cultural problems comprehensible in new ways to the part of Europe that you now know best?

You should address at least three of the issues that were studied in the last parts of the course (starting with the organization of Europe in the EU and CoE), and bring what you know to your assessment of Judt's presentations. That means that you will have to trace what you think are the main lines of Judt's argument (on how the topic you are discussing evolved since WW II), and then decide if, from the perspective of the information you know, his argument would be persuasive.

The grading rubric reflects the general criteria for all written work; additional points will be deducted if you do not address three issues and if there is no evidence that you have read the entire volume (e.g. quotations from Judt from several chapters, using them to support your argument/assessment).

GRADING RUBRIC

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 parts of the section are present and adequately executed; some omissions and/or errors

3 = section exceptionally well-developed or stated; no significant errors or omissions

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

ELEMENT	POINTS
Introduction setting up if/how POSTWAR helps explain Europe, with logic and goal of how you will make your case	0 1 2 3

Three issues addressed (2 points per issue)	0 2 4 6
Explanations clear, and supported with specific historical / statistical /policy details	0 1 2 3
Details are sourced to specific texts (footnotes or in-text references with bibliography)	0 1 2 3
Overall evaluation (answers assignment question in some way)	0 1 2 3
Documentation and paper preparation: format issues, including consistency, clarity, and length	0 1 2 3
Deduction for limited address to POSTWAR (up to three points)	
Deduction for general faultiness in proofreading, etc. (up to three points)	
Total / Letter Grade	

CONVERSIONS: 21 points = A; 18 points = B; 15 points = C; 12 points = D; 10 points and below = F

(+/- assigned according to the in between numbers).

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Course Assignments:
Three Online Tests

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A study guide handout will be available about a week before each examination goes live.

- Test 1 = history dates, identifications, and short answers from the Goff et al. and Judt books. May include a map and flag identifications (that will be specified in the study guide to the test). Questions will be objective (matching, t/f, multiple choice, fill in the blank).

- Test 2 = an option between two topic areas (pick one of two optional tests; you will not get credit for the other one): either EU/CoE organization and ideologies (which include the Euro), or Language and Education Policies. Questions will be objective (matching, t/f, multiple choice, fill in the blank).

- Test 3 = A short essay examination on typical policy issues on migration, family, and religious issues/policies. Usually, you will be able to choose 1 of 2 essay topics.

Online Exams: General Technical Note

When you log into the exam site on Canvas (under the ASSIGNMENTS link), you will have one try to complete your test. YOU MAY NOT PAUSE THE TEST OR LOG IN AGAIN. 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.

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 at your leisure).   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 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 WEBSITE. LEARN TO USE YOUR COMPUTER -- a *sine qua non* for surviving in college and professional settings. Half the campus uses online examinations on one course management site or another, and 95% of the students manage to complete them without technical glitches. Take a class if you're scared; talk to the folks at Flawn face to face if you need to be walked through something.

PRACTICAL INFORMATION: EUS 305

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 be used in the lecture classroom or discussion sessions *only* if they are used for notetaking or 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. If students use devices for other than class purposes (email, facebook, reading news), they will be banned from the room.

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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' Canvas site, the link to which can be found in UT Direct.
- Class Readings are that are PDFs are on the Canvas site under "Files"
- BANDWIDTH: one group project will need to be posted on the class wiki under PAGES link in the Canvas site; working together will require bandwidth, if you edit online together.

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/>.

See the UT Honor Code or an additional explanation or example of what constitutes plagiarism (http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html).

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>. The PCL Library offers free classes on how to you them at the start of every semester. Sign up now.

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_whatis.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. Alarm activation or announcement requires exiting and assembling outside.

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.

Further information about emergency evacuation is available from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/; emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency , where you can also sign up to receive text message emergency notices by text message.

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 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.