## Course Title: European Identity, cross-border cooperation and intercultural communication

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## Course Description

Students will learn about the European idea and the different approaches to European Integration.  The course brings together all of the experiential learning components of the program (e.g. excursions, professional visits, guest lectures, etc.).

## Course Objectives

As an outcome of the course they should be able to differentiate between the different levels of identity (European, national, regional) and the importance of historical, social, economic and political factors in the forming of a European identity. As well as knowledge on European organizations (Council of Europe/European Union), they will also be taught a bottom-up approach to European Integration, at the example of cross-border cooperation in the Franco-German-Swiss region. This region is examined as a micro-model of European Integration with the particularity of two EU-regions cooperating with a non-EU member. Finally, the students will acquire professional competences and skills in intercultural management in a European/ cross- border context.

## Class Schedule and Sequence of Instruction

| Lecture | Date | Content |
|---|---|---|
| 1 | | Introduction: Europe and its identity |
| 2 | | The decline of European culture and identity (1919-1945) |
| 3 | | Franco-German relations after 1945 |
| 4 | | The origins of cross-border cooperation in the Upper Rhin region (France, Germany, Switzerland) |
| 5 | | The development of a regional identity in the Upper Rhine |
| 6 | | Working together in Europe:  Problems of intercultural Franco-German communication |
| 7 | | Working together in Europe: tools for intercultural management |
| 8 | | Challenges for European culture and identity in the 21$^{st}$ century |
| 9 | | The rise of Euroscepticism |

## Required Textbooks and Materials

**Reading List**
**European identity**

DADDOW, Olivier, J. (dir.), Harold Wilson and European integration. Britain's second application to join the EEC, London, 2003.

DUMOULIN, Michel (dir.), Socio-economic governance and European identity, Yuste, 2005.

GEHLER, Michael ; KAISER, Wolfram, LEUCHT,, Brigitte (dir.), *Networks in European multi-level governance from 1945 to the present*, Wien, Köln, Weimar, Böhlau Verlag, 2009,

GILLINGHAM, John, Coal, steel and the rebirth of Europe (1945-1955). The Germans and French from Ruhr conflict to Economic Community, Cambridge, 1991

LUDLOW, Piers N., Dealing with Britain, the Six and the first UK application to the EEC, Cambridge, 1997.

KAISER, Wolfram, LEUCHT, Brigitte, RASMUSSEN, Morten (dir.), *The History of the European Union. Origins of a trans- and supranational polity 1950-1972,* Abingdon, Routledge, 2009

KOPECKY, Petr/MUDDE, Cas, « The two sides of Euroscepticism: party positions on European integration in East Central Europe », *European Union Politics*, 2002, vol. 3, n° 3, p. 297-326

MILWARD, Alan, S., *The frontier of National sovereignty. History and theory (1945-1992),* London, 1994

MOREAU, Patrick WASSENBERG, Birte (dir.), *European Integration and New Anti-Europeanism Volume 1, The 2014 European Election and the rise of Euroscepticism in Western Europe*, Steiner Verlag, Stuttgart, 2016.

MOREAU, Patrick WASSENBERG, Birte (dir.) *European Integration and New Anti-Europeanism, Volume 2, The 2014 European Election and New Anti-European Forces in Southern, Northern and Eastern Europe*, Steiner Verlag, Stuttgart, 2016.

PADGEN, Anthony, *The idea of Europe. From Antiquity to the European Union,* Cambridge, 2002.

RUANE, Kevin, *the rise and fall of the European Defense Community. Anglo-American relations and the crisis of European defense (1950-1955),* New York, 2000.

TAGGART, Paul/SZCZERBIAK, Aleks (dir.), *Opposing Europe ? The Comparative Party Politics of Euroscepticism*, Oxford, Oxford University Press, 2007.

WASSENBERG, Birte, *History of the Council of Europe*, Editions Conseil de l'Europe, Strasbourg, 2013.

**Cross-border cooperation and intercultural competence**

ANDERSON, Malcolm./BORT, Eberhard., *The frontiers of the European Union*, 2001

ANDERSON, Malcolm, *Frontier regions in Western Europe,* London, 1983; ANDERSON, Malcolm/BORT, Eberhard., *Boundaries and identities: the Eastern frontier of the European Union,* Edinburgh, 1996

ANDERSON, Malcolm, *Border regions and security in an enlarged Europe,* Florence, 2000

BECK, Joachim/THEDIECK, Franz, *The European dimension of administrative culture,* Nomos, Baden-Baden, 2008, pp.222-250.

BECK, Joachim, WASSENBERG, Birte (dir.) *Living and researching cross-border cooperation in Europe (Volume 3): the European dimension*, Steiner Verlag, Stuttgart, 2011.

DOMINGUEZ, Luis/PIRES, Iva (dir.), Cross-border Cooperation Structures, Learning form the Past to the Future, Bruxelles, Peter Lang, 2014.

HALL Edward, *Hidden differences: Studies in International Communication*, Hamburg, 1983

HALL Edward T./REED Mildred, *understanding cultural differences, Germans, French and Americans,* Boston, London, 1990

HALL, Edward T., *The danse of life*, Garden City 1983

HOFSTEDE, Geert, *Culture's Consequences, Comparing Values, Behaviors, Institutions, and Organizations Across Nations,* Thousand Oaks CA, Sage Publications, 2001

HOFSTEDE, Geert, HOFSTEDE, *Gert-Jan, Cultures and Organizations: Software of the Mind*, New York, McGraw-Hill, U.S.A., 2004

LEZZI, Maria, BÜRGI, Thomas, WASSENBERG, Birte, *Compétence interculturelle, manières d'une gestion réussie de projets* , Sauerländer 2002

PERKMANN, Markus, *Cross-border cooperation, euroregions and the governance of cross-border economies*, Lancaster, 1997

RATTI, Remigio/REICHMAN, Shalom., *Theory and practice of crossborder cooperation,* Basel, 1993;

RICQ, Charles, *Manuel of Cross-border cooperation in Europe*, Conseil de l'Europe, Strasbourg, 2006.

STRASSOLDO, Raimondo, *Frontier Regions and Regional Planning,* Council of Europe, 1973

USUNIER, Jean Claude, *International and Cross-Cultural Management Research*, Sage, 1998

## Grading

A - Achievement that is outstanding relative to the level necessary to meet course requirements.

B - Achievement that is significantly above the level necessary to meet course requirements.

C - Achievement that meets the course requirements in every respect.

D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.

P - Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for a P is at the discretion of the instructor but may be no lower than equivalent to a C-.)

NP - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

I (Incomplete) - Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

### Grading Scale (Based on points)

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| 95 – 100 A | 77 – 79 C+ | 59 – Lower     F |
| 90 – 94 A- | 74 – 76 C | |
| 87 – 89 B+ | 70 – 73 C- | |
| 84 – 86 B | 67 – 69 D+ | |
| 80 – 83 B- | 60 – 66 D | |

## Exams

The students prepare a course paper and presentation in class (75%). They are also involved in the preparation of the castle-talk seminar for which they prepare a group presentation (25%).

## Assignments

The paper is marked with regard to the relevance to the course's focus, the scientific quality and presentation, the formal structuring, the quality of argumentation and analysis, the quality of the bibliography and sources. The students have to present an outline before the class-presentation. The oral presentation is evaluated on the power-point presentation, on the ability to present freely and coherently the paper and to keep the assigned time limit as well as the ability to effectively stimulate a discussion. The castle-talk presentation is evaluated on the basis of the team-work of the group, the originality of the presentation, the ability to perform in front of a large audience and the quality of the analysis of the paper with relevance to the topic of the castle-talks.

## Paper and Presentation

Evaluation of paper:
- Structure and outline (25)
- Adequate and clear argumentation  (25)
- Introduction and conclusion (15)
- References (15)
- Formal presentation (10)
- Bibliography (10)

Presentation:
- Oral expression (30)
- Power-point (30)
- Ability to conduct discussion (20)
- Timeframe respect (20)

**Other Regulations and Policies**

**Attendance and Participation**
Attendance and active classroom participation are required of each student. Tests will cover for all course material provided through lectures and presentations, readings, discussions, cases, and videos during class. **Absences and/or a lack of participation in discussions will impact negatively on the final grade.** Each student is responsible for all material covered and/or assigned and any announcements made in any class session, whether student is present or not. Group activities require all students to participate and contribute to group discussions and projects.

**Students are expected to come to class on time and to have read assigned material before class**. There may be an occasional pop quiz to verify whether students have read the assignments before class.

**All work must be turned in on time**. Late work may be accepted but points will be taken off if work is not turned in to instructor when it is due. At all times, in class and group discussions, students are expected to respect contributions, questions, and opinions of other people. Demeaning others in any way is not acceptable.

**Scholastic Dishonesty**
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a university academic record; or fabricating or falsifying data, research procedures, or data analysis.

If it is determined that a student has cheated, he or she may be given an "NP" for the course, and may face additional sanctions from the Study Center.